

ALBERTA

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TWENTY-SIXTH ANNUAL REPORT
OF THE
Department of Education
OF THE
PROVINCE OF ALBERTA

1931

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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Edmonton, December 31st, 1931.

To His Honour

WILLIAM LEGH WALSH,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1931.

I remain, Sir,

Your obedient servant,

PERREN BAKER,

Minister of Education.

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Edmonton, December 31st, 1931.

THE HONOURABLE PERREN BAKER,
Minister of Education,
Edmonton, Alberta.

SIR:

I have the honour to submit herewith the Report of the Department of Education for the year 1931. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School Inspectors, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School Principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School Book, Debenture, and Building Branches. A report of the Board administering The Education of Soldiers' Children Act is also included. The statistics dealing with the attendance of pupils at the public, separate, and private schools of the Province are for the school year commencing July 1st, 1930, and ending June 30th, 1931. The financial and departmental reports refer to the year ending December 31st, 1931.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

REPORT OF THE DEPUTY MINISTER.

If regarded only in terms of material expansion of a measurable kind, it must be admitted that the year which has just closed will not go down in the history of education in this Province as an outstanding one. A comparatively small number of school districts, forty in all, were organized, and the usual school building program was seriously curtailed, owing to inability to market school debenture issues. This does not mean that needed school facilities were not provided. In a great many districts the difficulty of providing necessary accommodation was overcome by the erection of school buildings, and in some cases by the provision of the school desks and furniture as well, through the voluntary contribution of labour and materials by the ratepayers. When this work is well done and creditable accommodation is provided, it has been customary for the Government, upon the recommendation of the inspector, to give a special grant, usually of about \$200, to assist the board in paying for the necessary mill work and hardware to complete the building satisfactorily. This scheme was carried to a successful issue in the case of thirty-six districts during the year. The buildings and the equipment may lack something in finish and attractiveness, but the plan has the advantage of stimulating community interest in the school, and leaves the district free of capital debt, so that all its future revenues from taxation may be used for meeting the running expenses of the school.

FINANCES.

The problem of financing the operation of schools, which became acute at the commencement of 1931, continued without relief throughout the year, and has constituted the gravest problem with which the Department, school officials generally, and teachers as well, have had to deal.

Prompt payment of the grants earned in the fall term of 1930, and the subsequent payment of grants, in cases of extreme urgency, monthly rather than at the close of the term, brought a measure of relief which enabled many boards and teachers to finish out the school year.

The effect of the proclamation of The Tax and Rate Collection Act early in the year, was to transfer to the councils of municipal districts previously of the non-collecting type the responsibility for the levying and collecting of school taxes and the obligation to finance the requirements of the school districts within their boundaries. Thus the taxation procedure is now uniform for all rural school districts within municipal districts, and the wider borrowing powers of the municipalities have been utilized to tide over the difficult situation obtaining in many school districts.

The equalization grant, the amount of which is related to the ability to pay taxes as indicated by the assessed valuation of property in the district, made it possible for a very large number of school districts to continue in operation in the face of the adverse conditions prevailing throughout the year. Likewise, this grant has been the important factor in extending the period of operation

of schools, particularly in districts passing through the pioneer stage.

There has been evident everywhere throughout the year a splendid spirit of co-operation on the part of trustee boards, municipal councils and teachers to the most desirable end of meeting our school requirements and keeping up our educational standards.

OPERATION OF SCHOOLS AND ATTENDANCE.

The year 1931 has in many respects been the most notable year educationally in the history of the Province:

(1) The number of school districts operating was 3,346, or an increase of 32 over the greatest number operating in any previous year.

(2) The percentage of schools operating more than 160 days in 1931 was 96.30, while the best record in former years was 95.70.

(3) The total enrollment of pupils in the public and separate schools of the Province was 168,730, an increase of 654 over last year.

(4) The average monthly attendance in all schools was 89.99% of the enrollment, while the highest percentage in any other year was 89.35.

SECONDARY EDUCATION.

The increase in the number of secondary school pupils during the year was 2,986, and the enrolment in grades above the eighth is now 14.38% of the total school enrolment. In 1921 the students in these grades formed only 6.04% of the total enrolment, or less than half the present percentage. This indicates that there is a rapidly growing demand from parents for secondary education for their children, and the facilities for such training are being taxed to the limit in every part of the Province.

THE CORRESPONDENCE COURSES.

The enrolment in the correspondence courses for public school pupils that are living in unorganized districts or in school districts where the schools are not in operation, has doubled during the year, and there are indications that the demand for this work will be greater in the future than it is at present. The pupils taking these courses develop the habit of independent study under the guidance of the teachers in the Correspondence Branch of the Education Department, and are usually very successful later in mastering their work in the secondary school departments.

EXAMINATIONS.

The system of promotions in Grades VIII and IX, and in literature and composition of Grade X, was changed during the year. The promotions were formerly made by the Department of Education on the basis of the standing of the pupils at the departmental examinations held in June of each year. The teachers have now been given the authority to promote those students who have

attended regularly, completed the work, and attained satisfactory standing in the subjects of the course. The Department, however, continues to provide the teachers with examination papers in each of the subjects of these grades, in order that uniform standards may be maintained throughout the Province. The new system places the responsibility of promoting students on the teachers, who should have a thorough knowledge of the character of the work done by each pupil and also of the ability of the pupil to master the work of the next higher grade. It also relieves the parents of the payment of fees and other incidental expenses in connection with the examinations.

No change, however, has been made in the method of conducting the final departmental examinations for students who wish to enter the teaching profession or the provincial University. These students are required to write on the departmental examinations, and to secure at least 50% of the marks obtainable in each subject before being granted standing.

SUMMER SCHOOL FOR TEACHERS.

The number of teachers attending the Department of Education section of the Summer School is increasing from year to year, and this year the total enrolment was 730. This enrolment is very gratifying to all persons interested in education in this Province, as it indicates that a very large percentage of the teachers in the Province are vitally interested in the welfare of their pupils, and are prepared to make financial sacrifices in order to improve their qualifications and thus enable themselves to teach with greater skill those subjects in which they require to give instruction.

REPORT OF SECRETARY OF DEPARTMENT

(M. M. O'BRIEN)

During 1931 the Government, through the Department of Education, made the necessary arrangements for the education of 74 deaf children and 19 blind children in schools for such pupils located in Winnipeg, Manitoba; Brantford, Ontario; Montreal, Quebec; and Vancouver, British Columbia.

Due to the fact that the Province of Saskatchewan established a school for the deaf in Saskatoon, which commenced operations in September, 1931, the Manitoba School for the Deaf at Winnipeg was able to accommodate a larger number of Alberta children during the second term of the year. During the first term we had in Winnipeg 43 deaf children. Seven of these did not return for the second term, but 18 new pupils were admitted, so that at the present time we have 54 children in that school; that is, during 1931 we had a grand total of 61 attending the Manitoba School for the Deaf at Winnipeg. In the Vancouver School there were 8 deaf children in attendance during the entire year. In the school for deaf girls at Montreal 3 girls attended, and in the school for deaf boys there were 2 pupils. One of these, however, went to Winnipeg

for the second term. There is also one girl still in attendance at the McKay Institute for the Deaf at Montreal.

Of the 19 blind children attending school there were at the end of the year 15 in Brantford, 2 in Vancouver, and 2 in Montreal. One blind pupil did not return to school in September, but 3 new pupils commenced at Brantford and 2 pupils transferred from Vancouver to Brantford.

The total, therefore, of deaf and blind children taken care of during the year was 93. The Department continued to assist one blind boy attending the University of Alberta and 2 blind girls attending McDougall Commercial School, Edmonton.

The total cost of taking care of these deaf and blind children for the year 1930-31 was \$45,704.91. In addition to this amount a legislative grant of \$5,000 was made to the Canadian National Institute for the Blind. This amount was disbursed by the Western Division of the Institute through the Alberta committees, and was spent on prevention of blindness and other work in connection with the adult blind. During the year the second sight-saving class in the Province was opened. This is in the city of Edmonton. At the present time, therefore, there is a sight-saving class with 11 pupils being conducted in the City of Calgary, and a sight-saving class with 13 pupils being conducted in the City of Edmonton. A special Government grant of \$900 was earned by the Calgary School Board and \$382.13 by the Edmonton School Board.

SUB-NORMALS.

There are 7 rooms operated in the Province for the education of sub-normal children. In Calgary there were 5 such rooms in operation, with an enrolment of 87. Government grants to these 5 rooms for 1931 amounted to \$4,705. The 2 rooms in Edmonton had an enrolment of 22 pupils and received Government grants to the amount of \$1,865.

LOANS TO NORMAL SCHOOL STUDENTS.

During the Normal School session, 1931-31, 517 students obtained loans from the Government to assist them in financing their courses. The total amount so advanced was \$178,349, making an average loan of \$344.96 per student. The number of students thus obtaining loans was probably the largest in the history of the Province. This was due to the heavy enrolment in the three Normal schools and to some extent to the financial situation in the Province. Payments on previous loans falling due during the year or against accounts overdue were made to a total of \$97,828.32 principal and \$13,699.73 interest, or just \$1,283.62 less than the amount paid in 1930. One hundred and eighty-eight teachers closed out their accounts, and 728 teachers made payments against current accounts or overdue accounts. The amount outstanding on student loans as of December 31st, 1931, was \$316,088.97 principal and \$8,524.13 interest.

LOANS TO SCHOOL DISTRICTS.

During 1931 loans were made to but 61 school districts to a total amount of \$11,598.50. Payments made by school districts on pre-

vious loans amounted to \$5,687.18 principal and \$5,711.09 interest. In the case of 3 school districts part of the loans were written off: the total of this amount being \$3,440.34. During the year 3 school districts closed out their accounts and 58 made substantial payments against their indebtedness. As of December 31st, 1931, the accounts of 343 school districts were on our ledgers, the amounts owing from these districts being \$351,648.23 principal and \$114,998.73 interest.

OFFICIAL AUDITORS.

For the year 1931 there were 888 auditors appointed to audit school books. The work of these auditors continued to show improvement, and school boards received reports showing correctly the financial standing of the district. As in former years shortages were discovered in a number of cases, 27 in all. It was necessary to submit claims to the Bond Company in the case of 17 districts, and there was \$4,713.30 collected in connection with the same. With respect to the other 10, these were either taken care of by the official responsible or are still in process of settlement.

REPORT OF BOARD ADMINISTERING EDUCATION OF SOLDIERS' CHILDREN ACT.

(M. M. O'BRIEN, *Secretary*)

The operation of The Education of Soldiers' Children Act began with the opening of the schools in September, 1930. The Act was administered during the academic year September, 1930, to June 30th, 1931, by the Canteen Board. A report by this Board outlining the work as carried on to March 31st, 1931, was submitted a year ago.

During the above-mentioned academic year 131 children were assisted out of the funds voted for the purposes of this Act and administered by the Canteen Funds Board. A total of \$13,627 was expended during that academic year. This was in addition to any amounts paid out of the Canteen Funds direct.

On July 13, 1931, by Order-in-Council No. 778-31, a special board to administer this Act was appointed, consisting of George W. Waistell, Maurice M. O'Brien and Ralph V. Bellamy. The new board had its organization meeting on Wednesday, July 29th, 1931. At this meeting George W. Waistell was named as Chairman and Maurice M. O'Brien as Secretary of the board. After discussing the provisions of the Act with the Minister of Education and reviewing the work of the previous year, the board outlined the policy to be followed in order to take care of all cases entitled to assistance during the academic year September, 1931, to June, 1932.

All the cases dealt with in the previous year were reviewed, and as a result it was found that 36 cases would not require further assistance, due to the fact that the students had either completed their courses or had discontinued school. This left 95 of the original cases to be dealt with, and in addition to these 84 new cases considered and awards made. At the present time, therefore, there

are 179 students receiving assistance under the provisions of this Act. This includes students taking all the different courses mentioned under the regulations passed in accordance with Section 4 of the Act.

During the term ended December 31st, 1931, \$6,373, that is, the balance of the amount voted at the last session of the Legislature, was expended on behalf of these students. A further amount sufficient to take care of these cases on the basis decided on has been allotted by the Government to the board in accordance with a request made to Premier J. E. Brownlee by a deputation of soldier members of the Legislature on March 1st. Every qualified applicant has been assisted, and there are none on the waiting list as at December 31st, 1931.

The following table illustrates the scope of education and the number of soldiers' children being assisted:

Detail.	Boys.	Girls.	Total.
1. Technical Courses	24	3	27
2. High School (Academic)	41	61	102
3. High School (Commercial)	5	24	29
4. Agriculture	15	....	15
5. Domestic Science .....	....	3	3
6. Nursing .....	....	3	3
Totals.....	85	94	179

REPORT OF SECONDARY SCHOOL INSPECTORS.

(J. A. SMITH AND E. L. FULLER)

In our annual report of a year ago we had occasion to note the marked increase in the number of students in attendance in the high schools of Alberta. During the year 1931 the growth in enrolment continued. The severe economic depression through which we are now passing has resulted in a scarcity of positions for boys and girls of secondary school age. Many students, therefore, who, in better times, would be gainfully employed, are at present in our class-rooms seeking to improve their scholarship in preparation for the period when they will be able to secure work. As is to be expected, the greatest relative increase in attendance has taken place in third and fourth year classes, more particularly in the latter. In our visits of inspection we meet many cases of young men and women who have returned to school because they have been thrown out of employment and cannot find new positions. Several village and town boards have found it necessary to organize Grade XII classes in their schools for the first time, and in the large city systems the trustees have been forced to make provision for as many as three additional rooms of fourth year students.

During the year 1930 there were 486 teachers in the Province engaged exclusively in secondary education in academic schools. During 1931 this number increased to 524—a net growth of 38.

The following summary shows the number of schools coming under our jurisdiction, their classification according to rooms and the number of teachers employed in them:

Number of rooms in High School.	Number of Schools. Teachers Employed.	
One room	120	120
Two rooms	38	76
Three rooms	17	51
Four rooms	11	44
Five rooms	3	15
Six rooms	5	30
More than six rooms	14	188
Total.....	208	524

It will be seen from the above table that it is not possible for us to give all schools coming under our charge an annual inspection. We have made it our policy, therefore, to give our services where we consider that they are most needed; that is to say, in the rural, village, town, and small city high schools. It will not be possible for us, from this time, to visit the class-rooms of the large cities more than once every two years.

Due to the stress of the times and the difficulty which boards are having in financing the operation of their schools, practically no new buildings were erected in the Province during the year. We are pleased to report, however, that in many cases improvements have been made in the facilities for teaching the science subjects. Laboratories in some schools have been enlarged and new and better equipment added in a great many centres. As a result we find that in the schools, as a whole, more experimental work is being done and that the effectiveness of the instruction in science, as a consequence, has been materially improved.

At the beginning of the fall term there was a small surplus of high school teachers, but by the end of the calendar year this surplus had been almost completely absorbed. It continues to be difficult to secure a sufficient number of male teachers fitted by experience and academic training to take charge of principalships in our smaller high schools.

During the course of the year a number of the high school teachers of the Province were called upon to accept reductions in salary. With a few exceptions, the reductions came as the result of negotiations that were carried on in a friendly spirit between the teachers and their trustees. In many school districts, however, no cuts in salary have occurred, the boards having confidence that they could continue to operate under their present schedule, and believing that their teachers were earning fully their present salaries.

During the course of the year two new text-books were introduced for use in the high schools of the Province. These were a "General Science," by Hilton, and an "Elementary Biology," by Phillips and Cox. Although it is too early yet to pass final judgment on these texts, it is safe to say that they have been favourably received by the teachers.

We are able to report that the quality of the instruction which is being given in the secondary schools of Alberta continues to show steady improvement. During the year 1931 there were very few changes of teachers arising from incompetency; a hopeful sign for

the future appears in the efforts which are being made by teachers holding only second class standing to improve their academic and professional qualifications. These teachers, for the most part, have survived in our high schools because of special ability as instructors or administrators. Almost without exception they are now endeavouring to obtain a higher certificate. The secondary teaching force of the Province will be materially strengthened when these men and women have once completed the required courses for a higher professional standing.

Due to economic conditions, the usual high school fall conventions were not held during 1931. While some teachers expressed regret at the loss of the helpful influence which comes from the annual gatherings, the majority agreed that under the circumstances the proper course had been followed. We believe that with the reductions of salaries that had taken place in so many instances, it would have been extremely difficult to secure a good attendance of teachers at fall conventions, had they been held.

REPORT OF THE SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

Early in the year it was decided to limit the number of admissions to the Normal School to seven hundred. This decision was taken because of a considerable number of teachers being without employment. Preference was given to the holders of the Grade XII certificate. Next to this preferred group came those who had credit in four or more of the units of the fourth year, and finally holders of Grade XI certificates in the order of their standing on the Departmental examinations. While the actual enrolment did not reach the limit set by the Government, the general level of academic attainment of those now in training is appreciably higher than ever before. In Calgary there are five classes training for first-class certificates and three for the second class. The age limit was also raised slightly, and boys and girls put upon an equal footing as regards age qualifications.

The maximum amount available as a loan to students in training as teachers was reduced to \$250. These loans are advanced only to those students (a) who must board away from home while attending school, and (b) who are able to satisfy the Department that without assistance a Normal course would be impossible. As a result of last year's work in the three schools, 205 were granted certificates of the first class; 62 secured certificates of this class with one or more conditions; 408 were granted second class certificates, and 187 received this certificate with conditions; 72 received certificates of the third class, and 9 failed to qualify for any grade of certificate. Twenty students in the School of Education completed the required course and were awarded the High School Teachers' Certificate. Consequent upon the lessened enrolment, changes in the personnel of the teaching staff became necessary. Information as to these changes and a more detailed statement

of the work in each school will be found in the reports of the principals.

In October a conference of Normal School people was held in Red Deer. Many matters of interest to the schools as a whole were considered, and uniformity of practice agreed upon. Later the instructors met by departments to consider details of the courses they were giving. The librarians were named to work out details of a course in library training to be given the teachers-in-training each year. As a result of the discussion it was decided to recommend that the position of "Primary Specialist" in the Normal Schools be abolished and the work formerly done by this instructor be distributed throughout the other departments.

SCHOOL FESTIVALS.

In recent years a movement for school festivals has made considerable progress. Thus far the festivals have generally been organized by the inspectorates with the local inspector as the moving spirit. Competitions are held in music, including solo and chorus work, dramatization and recitations. During 1931 successful festivals were held at Peace River, Lamont, Crow's Nest Pass, Camrose, Wetaskiwin, Wainwright, Vegreville and Manville.

THE JOINT SUMMER SESSION.

The Summer School is becoming more and more an important part of the educational system of the Province. Teachers are coming to realize more than ever the advantage of attending summer classes, not only as a means of obtaining certificates of a higher grade, but as a means of obtaining also, new ideas and new methods and keeping in touch with the latest advancements in the educational world. The session of 1931 proved how eager the teachers of this Province are to take advantage of any facilities offered in this direction. There were 837 teachers enrolled, this being the largest registration in the history of the Summer School. Of these, 130 were registered in the University section. One hundred and twenty-one teachers were successful in completing the first class certificate course.

One of the features of the 1931 Summer Session was the course in Fine Art given under the direction of Mr. A. C. Leighton, R.B.A., head of the Art Department of the Provincial Institute of Technology and Art. This course was open to teachers and non-teachers. Great interest was also shown in the course leading to the High School Certificate in Art.

In addition to the regular programme, a number of new subjects were offered, among these being Education Measurement, High School Composition and Oral English. The latter course was much appreciated, especially by those who originally came from non-English homes. In all, courses were given in 56 professional subjects and 20 academic subjects. The latter are in the nature of review courses offered for the benefit of those who wish to review the subject matter of the academic subjects for the September supplemental examinations.

A spirit of earnestness and zeal was exhibited by the students in attendance, which made the session of 1931 a highly satisfactory one both to those enrolled and to the instructional and administrative staffs. The teaching staff is selected from amongst the most successful teachers in the Normal, secondary, and elementary schools of the province. These instructors find a keen and eager body of mature students ready for serious work from the moment the session begins. This constitutes a challenge, and draws from them their best effort.

TEXT-BOOKS.

A new text in Biology was authorized for use during the year beginning September 1st. It was prepared originally by the University of London Press and later adapted to Canadian conditions.

"A Book of General Science," by M. J. Hilton, of the Edmonton Technical School, was first used in the Summer School and then introduced generally into first year classes with the opening of the fall term. It is being well received.

For some time it has been felt that a more satisfactory Grammar might be found for first year French than the one now in use. Two had been under consideration, but no conclusion reached. Through the co-operation of the publishers it has been possible to have, in half-a-dozen or more schools, parallel classes using both books under the same teachers and under practically identical conditions. It is hoped that as a result of this try-out a better book may be secured.

A new series of Arithmetics has been prepared by Dr. M. E. Lazerte of the School of Education, and Mr. G. S. Lord, of the Edmonton Normal School, entitled "Number Highways." Book Three of the series has received permissive authorization, while Books Four, Five and Six are in the hands of the committee.

Progress was made during the year in the matter of securing new Readers for Grades I-VI of the Elementary School. In January a committee representative of the four western provinces met in Edmonton to formulate requirements and specifications for the publishers. L. B. Yule, B.A., Assistant Superintendent of Schools, Edmonton, and the Supervisor of Schools for the Province represented Alberta. Dr. W. A. McIntyre, Principal of the Normal School, Winnipeg, was appointed chairman. A general statement of the requirements in the books was drafted and submitted to the various Departments of Education. In May a meeting of the Departmental heads was held, and these requirements so organized as to constitute definite specifications. These were then forwarded to the various publishing houses, inviting them to submit competitive sets of Readers. Sample sets are to be delivered on or before September 15th, 1932.

CORRESPONDENCE COURSES.

From an initial enrolment of less than one dozen pupils at the end of 1924, when Correspondence Courses for public school grades were first introduced in Alberta, to an enrolment of nearly 2,000

pupils today, is the record of the progress of the Alberta Correspondence School.

The demand for these courses continues to grow, and the past year has been the busiest one in the history of the school, when over 500 pupils worked under the direction of the staff. The results have been very gratifying, and seem to justify the expenditure of effort and time involved.

The courses provided by this school cover the work of the eight grades of public school, and the enrolment is almost evenly divided among the first seven grades. Last year there was a Grade VIII class of 25 pupils, some of which belonged to districts in which the schools were closed temporarily. Many of the pupils belong to unorganized territory. Another group consists of physically disabled children who are unable to attend school, while there are a few adult pupils who are glad to avail themselves of this means of improving their education.

Many tributes of appreciation have been received from parents and pupils alike, and it is interesting to note with what gratitude some of them write. The following extracts from letters indicate in some measure the estimation in which the work is held.

A mother writes: "Thank you for the great help you are giving our boy, and for your cheerful, encouraging letters. We shall go plodding on feeling that all your efforts on his behalf will be repaid. My husband and I think that the course is wonderful, and words cannot express how grateful we are to you and to your Department for the help that you are giving us in the education of our son. It puts a new spirit into us."

This is an extract from the letter of a neighbor who was instrumental in securing the Grade VII lessons for a pupil in the district: "I was very glad to hear that Kathleen S. passed in her grade and that her work was so satisfactory. It is a credit to your work to be able to inspire your pupils as you do. I have been more than satisfied with the lessons, and trust that my own daughter's work will be brought up to standard in every particular this year."

"My husband and I think that enough cannot be said for the Correspondence School and its great help to those who are too far from school to be able to attend."

"We would like to wish you all a very happy Christmas and bright and happy New Year, and to send once again to the Department of Education and to the director our grateful thanks for the splendid chance and help you are giving our little boy in your Correspondence School."

"I think the system is wonderful. Money could not pay for what you have done for us alone, and you must have so many to help. K. is doing well and reads anything she can find. She is getting to be a really good reader."

REPORT OF THE REGISTRAR

(H. J. SPICER)

The year 1931 was notable for the introduction of a new policy in regard to examinations, thus bringing Alberta into line with other provinces. Departmental examinations in Grades VIII and IX were discontinued, and promotion was granted on the recommendation of the principal or teacher. In so far as the city schools are concerned, this system had prevailed previously in Grade VIII;

but now it applies to all schools that have pupils in Grades VIII and IX. In 1930 the number of candidates who wrote the Grade VIII examination was 9,110; this year the number was 18. In 1930 there were 6,583 candidates for the Grade IX examination; this year there were 1,752, most of whom wrote one paper only, viz., Art 1.

In the Departmental examinations high school candidates are granted credit in each subject on which they obtain at least 50 per cent. of the total mark. The percentage of passes was somewhat lower than in 1930, being 73.42 per cent. for the June examination, 80.56 per cent. for the commercial examination, and 46.24 per cent. for the September examination.

It should also be noted that at the June examination an experimental use was made of that type of test known as the New Type examination, or Objective Test in Physics 1 and History 2. Complete results are not yet available, and as a consequence no conclusions can be drawn as to the superiority or otherwise of these tests as compared to the traditional type of examination.

The accompanying figures regarding certificates are for the calendar year 1931. The academic certificate has been superseded by the high school certificate, and comparatively few of the former will be issued from now on. It will be noted that the number of certificates issued to teachers coming from other provinces and countries is less than for previous years. There has been considerable unemployment among teachers, partly owing to the rapid increase in the number of graduates from the Normal schools, and partly owing to the fact that in this period of depression teachers are staying with the profession for a longer average time than formerly.

During the year 1931, 870 teachers received permanent professional certificates. Seventy-three of these were merely re-issues of permanent certificates, however, so the actual number of new permanent certificates was approximately 800. Interim certificates issued number in all 1,091. One hundred of these were re-issues, which leaves the actual number of new certificates 991.

DEPARTMENTAL EXAMINATIONS, 1931

Examination	No. of Candidates	Total	Increase in 2nd, 3rd, and 4th years over 1930
Grade VIII	18	18*	.....
†HIGH SCHOOL			
JUNE—			
Academic:			
First Year	1,752†	.....	.....
Second Year	5,225	.....	738
Third Year	4,674	.....	610
Fourth Year	3,437	15,088	1,049
Commercial:			
Second Year	383	.....	144
Third Year	37	420	—10 (Decrease)
SEPTEMBER—			
Third Year	1,741	.....	345
Fourth Year	1,364	3,105	382
		18,631	3,258

*This includes private students only. Promotion from Grade VIII in public schools is now within the jurisdiction of the Superintendent or Principal in charge, Departmental diplomas being granted on recommendation.

†Candidates are classified in the year of the highest unit written.

‡This includes 140 private students and all First Year candidates for examination in Art 1. Promotion in all other units of the First Year in public schools is now within the jurisdiction of the Superintendent or Principal in charge, Departmental certificates of credit being granted on recommendation.

DEPARTMENT OF EDUCATION

ANALYSIS OF RESULTS—JUNE, 1931

ANALYSIS OF RESULTS BY UNIT

UNIT	Number of Candidates	Number who Passed
Agriculture 1	2,464	1,973
Agriculture 2	1,384	1,272
Algebra 1	135	108
Algebra 2	5,617	4,129
Algebra 3	1,294	937
Arithmetic 1	3,596	2,342
Art 1	4,855	3,160
Art 2	509	376
Biology 1	483	307
Chemistry 1	2,828	2,161
Chemistry 2	758	583
Composition 1	156	109
Composition 2	336	243
Composition 3	3,506	2,516
Composition 4	1,879	1,168
French 1	516	330
French 2	2,754	2,109
French 3	992	795
Geography 1	3,671	2,862
General Science 1	101	77
Geometry 1	191	124
Geometry 2	4,163	3,100
Geometry 3	1,213	1,024
German 1	70	51
German 2	66	46
German 3	32	26
History 1	99	54
History 2	5,820	3,862
History 3	3,147	2,313
History 4	1,411	1,185
History of Literature 1	590	479
Latin 1	456	338
Latin 2	1,126	952
Latin 3	460	309
Literature 1	67	39
Literature 2	152	85
Literature 3	3,468	2,418
Literature 4	1,634	1,232
Music 1	7	6
Music 2	2	1
Physics 1	3,855	3,188
Physics 2	909	684
Trigonometry 1	1,469	1,032
Total.....	68,241	50,105

Percentage of Passes, 73.42.

SEPTEMBER EXAMINATIONS, 1931

UNIT	Number of Candidates	Number who Passed
Agriculture 2	95	50
Algebra 2	421	96
Algebra 3	150	81
Arithmetic 1	533	174
Art 2	41	22
Biology 1	102	46
Chemistry 1	155	52
Chemistry 2	53	17
Composition 3	348	159
Composition 4	518	212
French 2	158	77
French 3	111	85
Geography 1	208	132
Geometry 2	301	168
Geometry 3	102	33
German 2	7	3
German 3	3	0
History 3	304	220
History 4	151	125
History of Literature 1	69	61
Latin 2	48	9
Latin 3	71	15
Literature 3	424	150
Literature 4	240	147
Physics 2	92	42
Trigonometry 1	180	78
Total	4,885	2,259

Percentages of passes, 46.24.

COMMERCIAL EXAMINATIONS, 1931

UNIT	Number of Candidates	Number who Passed
Arithmetic and Rapid Calculation 3.....	39	26
Bookkeeping 2 (Theory)	226	203
Bookkeeping 2 (Practice)	256	202
Bookkeeping 3 (Theory)	42	41
Bookkeeping 3 (Practice)	39	31
Business English and Office Practice 2.....	363	226
Business English and Office Practice 3.....	42	38
Geography 1	37	25
Commercial Law	49	46
History 3	1	1
Literature 2	228	159
Literature 3	54	50
Penmanship 2	371	370
Rapid Calculation 2	371	327
Secretarial Training 1	38	38
Spelling and Word Study 2	366	267
Stenography 2	345	262
Typewriting 2	348	278
Total.....	3,215	2,590

Percentage, 60.56.

DEPARTMENT OF EDUCATION

TECHNICAL EXAMINATIONS, 1931

UNIT	Number of Candidates	Number Who Passed
Building Construction 1	1	1
Cabinet Work 1	8	8
Carpentry 1	2	2
Chemistry 1	1	1
Composition 2	56	44
Composition 3	9	8
Drawing and Design 2	1	1
Dressmaking 2	5	5
Electricity 2	48	48
General Mathematics 2	62	28
General Mathematics 3	12	8
General Science 2	62	51
General Science 3	11	10
Geography 1	13	9
History 3	12	9
Household Economics 2	7	7
Industrial History 1	60	46
Literature 2	53	28
Literature 3	12	4
Metal 2	3	3
Motor Mechanics 2	56	51
Total.....	494	371

Percentage of passes, 75.101.

DIPLOMAS ISSUED

Grade VIII	10,478
High School (Third Year):	
Normal Entrance	1,400
University Matriculation	442
General Course	24
High School (Fourth Year):	
Normal Entrance	601
General Course	135
Commercial	35
Total.....	13,115

EXAMINATION CENTRES

June	905
September	36
Total.....	941

CERTIFICATES ISSUED DURING THE YEAR 1931

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Totals
(a) Professional Certificates (Permanent)						
Alberta Teachers:						
Academic Certificates	17	.....	.....	.....	17	
First Class	316	.....	.....	.....	316	
Second Class	537	.....	.....	.....	537	870
(b) Interim Certificates						
High School Class:						
Alberta Teachers	20	.....	.....	.....	20	
Academic Class:						
Teachers from British Columbia .....	.....	1	.....	.....	.....	
Teachers from Saskatchewan .....	.....	3	.....	.....	4	
Teachers from Manitoba .....	.....	.....	1	.....	1	25
First Class:						
Alberta Teachers	311	.....	.....	.....	311	
Teachers from British Columbia .....	.....	1	.....	.....	.....	
Teachers from Saskatchewan .....	.....	5	.....	.....	.....	
Teachers from Manitoba .....	.....	1	.....	.....	7	318
Second Class:						
Alberta Teachers	652	.....	.....	.....	652	
Teachers from British Columbia .....	.....	2	.....	.....	.....	
Teachers from Saskatchewan .....	.....	9	.....	.....	.....	
Teachers from Manitoba .....	.....	5	.....	.....	.....	
Teachers from Ontario .....	.....	3	.....	.....	19	671
Third Class:						
Alberta Teachers	73	.....	.....	.....	73	
Teachers from United States .....	.....	.....	.....	2	2	75
(c) Provisional Certificates						
Permits	2	.....	.....	.....	2	2
	1928	30	1	2	1961	1961

N.B.—The table shown above includes in its Alberta lists 106 certificates re-issued on account of changes in names through marriage, and 125 re-issued to teachers who have qualified for certificates of higher class than those originally granted them.

CERTIFICATES OF CREDIT ISSUED

On recommendation of Principals in units of the First Year or in English 2 to students classified in the year indicated.

	No. of Students
ACADEMIC COURSE:	
First Year	7,183
Second Year	5,321
Third Year	2,020
Fourth Year	251
	14,775
COMMERCIAL COURSE:	
First Year	441
Second Year	110
Third Year	1
	552
TECHNICAL COURSE:	
First Year	154
	154
	15,481

REPORT OF CALGARY NORMAL SCHOOL

(E. W. COFFIN, *Principal*)

The session of 1930-31 reopened January 5th with an enrolment of 394; of these 141 were firsts and 253 seconds. This number included one student, second class, who had enrolled on December 1st, 1930, in order to complete the course discontinued the preceding session on account of illness. From this total there were 6 withdrawals before the close of the sessions, 2 first and 4 seconds, 3 of these on account of illness, 1 on account of unsatisfactory work, and 2 on account of misconduct. The total number of withdrawals during the session of 1930-31, for various causes, chiefly illness, was 12. There were no new registrations in January.

Practice teaching was resumed in the Practice School January 12th, and continued four half-days a week until Easter. The second round of observation and practice in the city schools began on February 23rd and continued for two weeks, giving each student a maximum, for the whole session, of 16 lessons in these rooms. During this period, as usual, Normal School classes were suspended, and the afternoons of each day were devoted to lesson preparation. All the members of the Normal School staff spent the forenoon periods in lesson criticism throughout the city. Not less than 5 detailed reports on each student, made by instructors or by the Practice School staff, were secured as a basis for grading, while no less than 8 were obtained in all doubtful cases. In the final results 14 students secured the standing of "excellent" in practice teaching; 81, "good"; 262, "pass"; and 31 were unsatisfactory.

The intensive preparation of lessons for this practice teaching may possibly result in an over-emphasis on the recitation as a school exercise—a real danger in relation to the one-room rural school—but it serves at least to secure for the classroom an abundance of illustrative material that goes far to make up for any weakness in presentation. We have little reason to complain of lack of diligence on the part of our students in lesson preparation.

The rural observation and practice, taking place before and after the Easter vacation, was carefully prepared for; first, through correspondence between the student and the rural teacher, and then through preparation of subject matter on the basis of the teacher's suggestions. It was impossible to find suitable one-room schools for all of our large enrolment, even though some schools were used both weeks; so that, in several cases, we had to be content with the junior and senior rooms in a two-room village or consolidated school. Special note was taken this year of the attention given to music in the rural school. So far as the observation of the students during the practice period went, it was found that direct teaching of music had a place on the time-table in only 28 per cent. of the 384 schools visited; that in 29 per cent. music was neither taught nor mentioned in the time-table; and that in only 19 per cent. was the teaching of music observed.

The session of 1931-32 opened on September 9th, with a much reduced enrolment, the final total being: First class 144, second

class 134, total 278. At the end of September, on the basis of the results in the supplemental examinations, 24 students were transferred from second to first. This necessitated a re-arrangement of classes, the final grouping being as follows: First class, men, 2 groups, 53; women, 3 groups, 115; second class, men, 1 group, 37; women, 2 groups, 73; total, 278. This is the first session in the history of the school when the first outnumbered the seconds, a direct result, of course, of the preference given to applicants, from the larger centres, with Grade XII standing. Besides this, fourth year credits are held by second class students in considerable numbers, as follows:

7 credits	17 students
6 "	15 "
5 "	20 "
4 "	12 "
3 "	2 "
2 "	6 "
1 "	4 "

Of the total number enrolled, 126 took part or all of their high school work in Calgary, while 87 report residence in Calgary, 62 of these being firsts and 25 seconds; 144 others represent, in part or all of their secondary school work, 54 high schools, and 8 report denominational schools or colleges in Alberta, Saskatchewan and Manitoba.

The following tables give the figures of attendance and certification:

ATTENDANCE TABLES, 1931

	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term, 1930-31	47	94	141	51	202	253	98	296	394
First Term, 1931-32....	53	115	168	37	73	110	90	188	278
Total	100	209	309	88	275	363	188	484	672

ACADEMIC STANDING FOR ADMISSION

REGULAR COURSE, 1931-32

	Graduates	Undergraduates	Grade XII	Grade XI	Total
Alberta	1	5	160	107	273
Manitoba	...	1	...	...	1
Saskatchewan	...	...	2	1	3
England	...	...	1	...	1
Total.....	1	6	163	108	278

TABLE SHOWING RECOMMENDATIONS MADE FOR
CERTIFICATES, 1931

Regular Course, 1930-31—	
First Class Interim	133
Second Class Interim	214
Third Class	38
Failures	3
Withdrawals	6
Total.....	394

The enrolment for 1931-32 is certainly a better selection in respect of academic standing and the fact is again clearly demonstrated that the full four year high school course serves very effectively a selective function, at least academically.

The following changes took place on the Normal School staff at midsummer: Miss Chittick, Instructor in Health, returned from leave of absence and resumed her duties here. At the opening of the session in September, Miss C. W. Dyde, who had done such excellent work in English during the last three years, resigned, and was married shortly after to Mr. Francis Wootton, of the Drumheller

School staff. Mr. W. E. Hay withdrew to take the Stettler inspectorate, in succession to the late Mr. Thibaudeau. As a reduction of staff had been planned in accordance with the limitation of enrolment, these places on the staff have not, for the present, been filled. It is with keen regret that we part with these colleagues, and we shall profoundly miss not only their professional services, but their cordial participation in all the students' activities.

During the year 270 volumes have been added to the library. A Normal School library must be kept up-to-date, and not the least of its functions is to show students how books should be classified and cared for. A conference of librarians, held during the spring, recommended a course of this nature at each Normal School.

REPORT OF CAMROSE NORMAL SCHOOL

(GEORGE K. HAVERSTOCK, *Principal*)

The Normal School year does not correspond to the calendar year, therefore we show the enrolment of two groups of students, the second term of the 1930-31 classes and the first term of the 1931-32 classes.

ATTENDANCE TABLE, 1931

	First Class			Second Class.			Total		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term, 1930-31	10	37	47	34	132	166	44	169	213
First Term, 1931-32....	9	36	45	23	69	92	32	105	137
Total.....	19	73	92	57	201	258	76	274	350

TABLE SHOWING RECOMMENDATIONS FOR CERTIFICATES, CLASSES, 1930-31

First Class Interim	45	(Honors 6)
Second Class Interim	158	(Honors 14)
Third Class	8	
Withdrew	2	
Total.....	213	

Third class certificates are granted to students who fail in either the practical work or five subjects of the academic work.

CHANGES IN STAFF.

Miss E. M. Burnett, who has been closely associated with Normal School work in Western Canada for many years, retired at the end of August. We can not speak too highly of the excellent work done by Miss Burnett. A farewell banquet was arranged, at which representatives were present from the Department of Education, school inspectors and the Normal schools. On behalf of these groups, Dr. J. T. Ross, Deputy Minister of Education, presented Miss Burnett with a beautiful wrist watch, as a remembrance of the high esteem in which she is held by her many friends. A pleasing feature of the program was the reading of a letter from the present Minister of Education, Hon. Perren Baker, expressing appreciation of the work done by Miss Burnett, also letters from former Ministers, Hon. A. C. Rutherford, Hon. J. R. Boyle and Hon. Geo. P. Smith.

Miss Jean Rushton, who held the position of librarian for two years, resigned to accept the principalship of the Ferintosh school.

Miss Cecilia Taylor, a graduate of the Toronto Library School, was appointed librarian.

There were several changes in the Practice School staff. Miss Jessie McKinnon, teacher of Grade I, was granted a year's leave of absence to teach in Japan. Her place was taken by Miss R. Laughlin, of Killam. Miss Mary Hanley, Grade III, found it necessary to take a year off on account of throat trouble. Miss Florence Herman, of Camrose, was engaged to take over Miss Hanley's work. Miss M. Reid, in charge of Grade VI, resigned at the end of the December term to be married. Mr. G. H. Lambert, a recent graduate, was engaged to teach Grade VI.

The policy of the Department to raise the academic requirements for entrance to Normal School has resulted in giving us a larger group of better than average students. In former years we had a much larger group of below average type. It has been pretty well established that the more selective the group is, from the standpoint of academic attainment, the greater are the chances for success in teaching. In spite of the greater care in selection, we shall always have a few students who are not naturally fitted for the work of teaching.

A very profitable conference of the staffs of the three Normal schools was held October 10th, at Red Deer, under the direction of Mr. G. Fred McNally, Supervisor of Schools. Such meetings tend to greater uniformity of work and a broader view of the work of teacher-training.

The Alumni Association held a very successful re-union at Camrose, December 30th. In addition to the social benefits derived from such a gathering, it provides a point of contact between the school and its graduates. We are of the opinion that the Normal School is able to render valuable assistance to teachers-in-service. This field of service has been somewhat neglected, but no doubt will receive more attention in the future.

The Academic Cup, which is awarded annually to the student who shows the most promise, was won by Miss Marjorie Gwynne West, of Innisfail.

We wish to express our sincere appreciation of the fine spirit of co-operation shown by the Practice School staff, High School staff and the Camrose School Board.

REPORT OF EDMONTON NORMAL SCHOOL

(G. S. LORD, *Principal*)

The following tables indicate the enrolments of the two classes in attendance during 1931, and the certificates recommended for the 1930-31 class, which was graduated in June, 1931:

ENROLMENT TABLE—CLASS OF 1930-31

	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Fall Term, 1930	30	69	99	61	198	259	91	267	358
Winter Term, 1931.....	27	69	96	53	194	247	80	263	343
Withdrew at end of Fall Term:					First Class	Second Class.			Total.
On account of unpromising work					3	10			13
For other reasons					...	2			2
Total.....									15

(These figures include two students who were recommended previously for Class III, and who returned to complete second class standing, one student each term.)

CERTIFICATES RECOMMENDED, 1930-31

First Class Interim	89	(Honours 8)
Second Class Interim	221	(Honours 7)
Third Class	26	
Failures	7	
Total	343	

ENROLMENT TABLE—CLASS OF 1931-32

	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Fall Term, 1931	30	64	94	38	105	143	68	169	237
(These figures include one student previously recommended for Class III, who returned to complete second class standing.)									
Withdrew—On account of sickness.....									3
For other reasons									6
Total.....									9

Religious affiliations are as follows: United Church, 80; Roman Catholic, 38; Anglican, 25; Presbyterian, 19; Baptist, 11; Greek Orthodox, 13; Greek Catholic, 17; Lutheran, 10; Seventh Day Adventist, 3; Moravian, 2; Bible Students, 2; Congregational, 1; Free Methodist, 1; Gospel Hall, 1; Denomination not stated, 13. Total, 237.

The percentage of students enrolled in the first class has been steadily increasing. Owing to the limiting of the enrolment to 240 and the emphasis placed on scholarship in the selection of students, the rise this year is very sharp.

PERCENTAGE OF ENROLMENT IN FIRST CLASS

1928-29	23.4 %	1929-30	26.5 %
1930-31	27.7 %	1931-32	39.4 %

The percentage of male students continues to rise:

1928-29	23.0 %	1929-30	27.3 %
1930-31	25.4 %	1931-32	28.7 %

This compares very favorably with percentages of male students in Normal schools elsewhere.

The number of students who hold degrees is 4.

The staff is as follows: G. S. Lord, M.A., Principles of Method, School Management and School Law; H. E. Balfour, M.A., Mathematics and Spelling; Kathleen Connor, R.N., Health Education; D. J. Dickie, Ph.D., English; G. M. Dunlop, M.A., History, History of Education, Geography; R. W. Hedley, M.A., B.Ed., Art,

Writing; H. C. Newland, M.A., B.Ed., LL.B., Psychology, English; J. R. Tuck, M.A., D.Paed., Science and Geography; Mrs. F. B. Smith, LL.S.M., Music; Sgt.-Major Instructor W. Barker, Physical Education; Emily Clever, Librarian, Writing; Lutie Jessup, Secretary; W. A. McConkey, M.D., Medical Examiner.

The curtailment in the enrolment which resulted from the surplus of teachers, led to a reduction in the number of staff members. Mr. X. P. Crispo, M.A., again joined the staff of school inspectors, and is now stationed at High River. Mr. A. L. Doucette, B.Sc., was appointed Inspector of Schools at Vegreville. Miss Olive Thomson, B.A., was appointed to the staff of the Oliver School, Edmonton, as a high school teacher. Each of these instructors gave a very superior type of service to the Normal School.

Mr. James Fraser, who served very efficiently on the Practice staff for two years, resigned in June to take advanced studies at the University of Alberta. His place was taken by Mr. M. W. MacDonald, another outstanding teacher.

Our efforts have been directed constantly toward causing our students to know and to follow habitually sound practice in teaching. During the year 128 demonstration lessons were given—about half by the Normal School staff and about half by the Practice School staff. In this way each of our students made a study of 32 lessons, each of which was taught with a specific purpose. The students make extensive notes on these lessons, and they are preceded and followed by discussion under the direction of the staff member concerned. Beside exhibiting worthy models to our students and furnishing the Practice School pupils with superior types of work, these lessons have the very important effect of unifying the theory and practice of the two schools.

Our students make full use of the excellent facilities available in the Edmonton Public schools. In January they spent ten half-days observing and teaching two of the first three grades, and in February ten half-days in two of the intermediate and upper grades. Their duty is to learn thoroughly the work the grade is doing the week of their visit, to assist the teacher in any way she asks, to teach informal lessons as asked, and to teach one formal lesson each day (except Monday).

Rural practice was carried on as usual. Four classes spent the week preceding Easter and four the week following Easter in selected rural schools.

During the year two new features were introduced. The first was the organization of an ungraded school in the Practice School. This was in existence for the full week April 27 to May 2nd, after the students had returned from Rural Practice and could profit most by it. All of the eight grades were represented. Lessons of the highest value were learned concerning rural school organization, groupings, seat work, supervised study and in general the idea that purposeful direction is more important than presentation of material. High praise for this project is due the teacher, Miss Dorothy M. Harding, of the Practice staff.

The second new feature was the preliminary phase of practice teaching known as Participation. It is desirable that students be

oriented to teaching from the very first. To this end, after eight days of school, our students spent 1½ hours a day for four days in the Practice School observing the work of the room and performing simple duties as directed by the teacher. They were required to report fully on what they learned. These reports showed for the most part a remarkable alertness to the work, and very considerable learning of procedures.

More than ever before the course in music has been of such a character as to make it probable that it can and will be taught in the rural schools. The following aims have been set up:

- (1) To make our students so enjoy singing that they will teach their students to sing.
- (2) To cover only as much of musical theory as can be done thoroughly and will be of practical use in the rural schools. The result will be that we shall cover slightly less ground than last year, but shall cover it more thoroughly. Evidence is not lacking that former students of the school are endeavoring to teach music in their schools. About half of our students come to us knowing no music whatever—many have never even tried to sing.

To assist in the matter of musical appreciation the staff presented to the school an excellent victrola.

The health work this year has been more than usually successful. Most of the underweight students have made decided gains; sick students have received due attention, boarding places have been visited, and in some cases action has been taken. Living conditions here are generally very good indeed.

Many students come to us with bad postures. To remove these defects a special class has been organized. Special exercises were given to 62 students weekly after 4 o'clock.

It is desirable that our students learn to play several games. To this end we have organized house leagues in indoor baseball, basketball and hockey, and as a consequence have not concentrated on strong school teams in which a few students become very skilful. For obvious reasons we have not allowed students to be members of more than one team at any one time.

Other activities of the school are: Glee and Chorus clubs, sponsored by Mrs. Smith; Orchestra by Mr. Balfour, Debating by Mr. Newland, Dramatics by Dr. Dickie, Checkers and Chess by Mr. Newland. For the winter term Mr. Newland, and for the fall term Mr. Dunlop, carried out very capably the important duties of staff representative on the Students' Council. Dr. Dickie and Miss Connor are advisory members on social affairs.

The prizes of positions on the city teaching staff, offered by the Edmonton Public School Board to the most promising male and female students of the year, were awarded to Margaret Gee of the first class, and Jack Pollett of the second class.

The following members of this staff served on the staff of the Summer School: Miss Kathleen Connor, Mrs. F. B. Smith, R. W. Hedley, A. L. Doucette, H. C. Newland, G. M. Dunlop, Sgt.-Major Barker, Miss L. Jessup.

The school continues to give special attention to penmanship. The special certificate issued by the Department of Education for proficiency in penmanship was awarded to 163 of our students.

Staff members continue to give very freely of their time to the social life of the school. Training received in this way by our students is of material benefit to them as teachers. The students manage this and other affairs through the Students' Union. For the winter term Mr. John Grodeland and Mr. James Smith, and for the fall term Mr. Wm. McGrath and Miss Anna Trueman, were President and Vice-President of the Students' Union.

Under the able direction of Dr. Dickie, the Dramatic Club presented the play "Mary Goes First." This was in every way creditable to the school and of great worth to the students participating in it.

Another outstanding event was the musical evening, under the direction of Mrs. Smith. The parents of the students all received special invitations from the school, and many were present—some from considerable distances.

Under the leadership of Mr. Hedley and the Art Club, the class of 1930-31 presented an outstanding Canadian oil painting to the school. This was "An October Day," by Mr. A. J. Casson.

In May the lawn in front of the building and to the north of it was sown to grass, and shrubs were planted. The season was exceptionally good for growth, and the grounds are already very attractive. The building itself continues to draw very favorable comments from visitors.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(G. W. GORMAN)

The school inspection staff of the Province is the same as for the previous year, viz., 31. Of these, 29 inspectors are assigned to the inspection of public school work, while 2 others devote their time exclusively to the inspection of schools or class-rooms in which only high school units are taught.

CHANGES IN STAFF.

In August two of our inspectors who had given long and highly satisfactory service resigned, and were placed on the superannuation list. These were Mr. P. H. Thibaudeau, B.A., of the Stettler inspectorate, and Mr. J. Morgan, B.A., of the Lethbridge inspectorate. A vacancy in the city inspectorate in Edmonton was created last year by the withdrawal of Mr. L. B. Yule, B.A., to accept the position of Assistant Superintendent of Schools under the Edmonton School Board. The reduction of the Normal School staffs, rendered necessary by decreased enrolment, made several men available for inspection work, so that no new appointments to the Government service were occasioned by the changes referred to. Accordingly, Mr. W. H. Hay, B.Paed., of the Calgary Normal School, was

assigned to Stettler: Messrs. X. P. Crispo, M.A., and A. L. Doucette, B.A., to High River and Vegreville respectively. Inspector O. Williams, B.A., was transferred from Vegreville to Lethbridge, and Inspector D. M. Sullivan, M.A., from High River to the Edmonton city division.

INSPECTORS WITH DIVISIONS AND DISTRICTS.

Information as to inspectoral divisions, inspectors, number of districts and number of rooms assigned to each, is set out in the following table:

Inspectorate and Inspector.	No. of Districts.	No. of Rooms.	No. of rooms in operation.
Athabasca—W. H. Swift, M.A.	113	127	104
Bassano—J. F. Boyce, B.A.	163	176	164
Calgary City—W. H. Edwards, B.A.	2	357	357
Calgary Rural—J. A. Macgregor, B.A.	150	196	188
Camrose—J. W. Russell, B.A.	129	167	167
Coronation—W. E. Frame, B.A.	143	159	153
Edmonton City—D. M. Sullivan, M.A.	2	364	364
Edmonton Rural—J. A. Fife, M.Sc.	127	156	156
Foremost—H. C. Sweet, B.A.	151	195	158
Grande Prairie—D. J. W. Oke, M.A.	110	131	119
Hanna—L. A. Thurber, B.Sc.	151	204	179
High River—X. P. Crispo, M.A.	139	196	193
Lamont—C. H. Robinson, M.A.	95	155	155
Lethbridge—Owen Williams, B.A.	106	207	207
Macleod—C. C. Bremner, M.A.	122	205	196
Medicine Hat—F. S. Carr, B.A.	132	198	178
Olds—R. H. Liggett, B.A.	134	159	159
Onoway—J. H. Hutchison, B.A.	117	154	146
Oyen—R. J. Scott, B.A.	147	156	150
Peace River—Geo. L. Wilson, B.Sc.	110	135	122
Red Deer—A. R. Gibson, M.A.	134	174	171
Stettler—W. E. Hay, B.Paed.	139	177	175
St. Paul—J. L. Gibault, B.A.	133	172	165
Trochu—W. J. McLean, B.A.	139	180	180
Vegreville—A. L. Doucette, B.A.	124	179	179
Vermilion—H. R. Parker, B.A.	144	162	159
Wainwright—Lorne Good, B.Sc.	133	156	151
Westlock—J. J. LeBlanc, B.A.	123	155	154
Wetaskiwin—John Scoffield, B.A.	144	172	168

The average number of school districts assigned to each inspector was 131, while the average number of rooms was 171. The inspectoral divisions must, because of local conditions, roads, railway facilities, natural boundaries and the nature of the administrative problems obtaining, vary considerably in area and in number of districts. From time to time account is taken of these circumstances as they vary, and efforts are made accordingly to set out a fairer equalization of work.

THE WORK OF THE YEAR.

The statistical returns for the year indicate that the inspectors carried out 5,622 inspections as follows: 3,568 rooms were inspected once, while 994 received two visits, and 8 received three visits. Inspections were carried out also in 14 private schools and 28 Indian schools. This statement includes inspections made in the cities of Edmonton, Calgary, Medicine Hat and Lethbridge, together with other casual inspections of high school work. With the exception of 141 instances, in which uncontrollable circumstances interfered, all rural schools received at least one inspection during the year, and, as stated, 994 received two inspections.

INSPECTION OF CITY SCHOOLS.

The setting up of city divisions in Calgary and Edmonton with one full time inspector in each city has obviated the necessity for assigning rural inspectors to city work during the winter. In a limited way this practice is still continued, however, for city inspections in Lethbridge and Medicine Hat.

"Equipment of Teachers: There is unquestionably a sound professional attitude on the part of the teachers here, and the majority are earnest, industrious and 'problem conscious'.

"During the past summer a few attended summer school at educational institutions in the United States, a large number attended our own summer session at Edmonton, and many are taking advantage of the second year university work now available at Mount Royal College, Calgary. This is genuine evidence of worthy ambition to improve in teaching service.

"Since a number of school principals and teachers have supervisory duties, I am convinced that there is the need for specific training in this important phase of educational work, and that our Summer School and University should provide a course in the supervision of elementary school subjects. Administrative and teaching ability are undoubtedly decided assets, but supervision is now a permanent and fundamental phase of educational work, for which special training is a necessity.

"Quality of Instruction: I am of the opinion that there has been progress and improvement in the quality of instruction during the year 1931, and while there is naturally considerable variation in teaching ability, the general trend of the work is satisfactory. Superior teachers possess the power to humanize subject matter, to connect abstract ideas with concrete illustrations, and to utilize pupil needs, interests and experiences as the most powerful sources of motivation. These teachers concentrate upon the teaching of pupils, while others appear to teach subjects.

"Since our curriculum is somewhat rigid and static, with a preponderance of fact, the interpretation of subject matter in terms of the pupil appears to be a teaching problem of fundamental significance.

"I have endeavoured to encourage the problem project type of teaching where practical, and commendable progress is being made, especially in geography and nature study. This is a sane application of the activity program now so much in vogue without the danger of activity merely for activity's sake—as the end rather than the means to the end.

"This type of teaching affords opportunity for development of pupil initiative, for recognition of individual differences and capacities, for stimulation of a broadening of interests, for co-operation and the development of the qualities of good 'followership' as well as leadership.

"Under the best type of teacher direction pupils evince enthusiasm and industry, and a number of individual and group subjects are excellent.

"Music: Very good work is done in this subject for festival or demonstrative purposes, but rote songs noted in various classrooms are from fairly good to good. The distribution of pupils as performers and non-performers does not appear to produce the greatest good to the greatest number, and local festival regulations demanding the contribution of 80% of the pupils within a class competing should have a salutary effect.

"I am convinced that there is the need for a place for music appreciation in our curriculum. While it is obvious that all children can not be singers or instrumentalists, it is evident that all must at some time be listeners; consequently it is of real importance that they should be taught how to listen and appreciate the best in vocal and instrumental music. That the teacher be a musical performer is not a necessity. The various fields of musical expression (tone, rhythm, feeling, melody, etc.) could be covered in the lower grades, while pupils in upper grades could be directed towards appreciation of grand opera, oratorio and symphonic music.

"The radio provides wonderful educational possibilities, but in many homes it does much to direct musical taste into undesirable channels, and the school is the only institution to combat this. Realizing the need, a

number of school systems have successfully inaugurated a course in Music Appreciation.

"Other subjects of the course of studies are satisfactorily taught in the city of Calgary. I am continually emphasizing the fact that history must re-live or it fails of its purpose.

"Classification: Last year I reported upon the experiment of accelerating brighter pupils in the lower grades with the purpose of covering the work of the first three grades in two years. This year I had the opportunity of inspecting these pupils in Grade IV, and I am compelled to state that the result is disappointing.

"While provision for individual differences is a fundamental principle of education, the best opinion among educators today is that this provision can best be made by an enriched curriculum for the brighter pupils.

"The obvious advantage of the present scheme is of course a financial one, but I cannot state that classification is sound when pupils range from 8 years of age to 14 in the same grade. Surely the ultimate aim of education is a social one.

"Special Classes: Six special classes are in operation for pupils who through lack of ability fail to make progress in regular class rooms. The number of pupils in each of these classes is limited to 18, so that there is considerable opportunity for individual instruction. One half the day is spent upon instruction in fundamental academic subjects, and for the remaining half day pupils are engaged in various types of hand work.

"Teachers specially trained for this work can achieve good success.

"Sight-saving Class: The special class for the benefit of pupils who have serious visual defects is operating quite satisfactorily.

"Grading of Teachers: There is marked improvement in the grading of teachers inspected in 1931. During the past year teachers of Grade I and principals and teachers of Grade VIII were inspected, and these two groups are unquestionably the strongest groups of teachers within the city.

"1930—Excellent, 8.4%; very good, 20%; good, 49.3%; fairly good, 22.3%. 1931—Excellent, 11.9%; very good, 26.9%; good, 50.6%; fairly good, 10.6%."

INSPECTOR W. H. EDWARDS, B.A., Calgary City.

"The Separate Schools: In Grades I to VIII of the Separate Schools 58 teachers are employed, of whom 27 are secular and 30 of religious orders. Of the 27 in the former category 8 are men. In each school of five or more rooms it is the policy to have a man on the staff, who is responsible for playground supervision and some of the details of general management. In addition to the 58 full-time teachers, there are 5 special French teachers. A bi-lingual room is maintained in each of the schools Grandin and Sacred Heart for pupils in Grades I-II. These are in charge of very capable teachers, who report that the majority of their pupils complete Grades I and II in both languages in three years, while a very few do the work of the two grades in two years. In several of the schools French instruction is offered in grades up to VIII. Although half an hour daily is devoted to this subject, the majority of the pupils who avail themselves of the privilege compare favorably in general progress with their fellow-members of the respective classes whose entire time is devoted to the traditional subjects.

"City outlines are used, for the most part, in all Separate Schools, and though no special supervisors are employed very good results are accomplished in some phases of Art and Music. The teachers as a whole are faithfully carrying out the spirit of the prescribed courses, and this year the superintendent is devoting special attention to improvement of formal writing instruction.

"Classification of pupils: The majority of the teachers give sympathetic attention to retarded pupils, and a maximum stay of two years in any grade is the general rule. As a result, these unfortunate children usually attain Grade V before reaching the age for leaving school. An experiment is in progress by which pupils of special ability can complete more than one grade per year. These pupils are placed in accelerated classes in charge

of experienced teachers, and in some cases move into the next higher grade at Christmas; in other cases at Easter. This method has obvious advantages over the method attempted by some of saving a year by missing a grade altogether; and it differs in important respects from the experiment in operation in the public school system, which is outlined below:

"The Public Schools: In addition to the 306 full-time teachers in Grade I to II, special school instructors are employed in Manual Arts. There are supervisors in writing, physical training, art, music, and a teacher in charge of a sight-saving class.

"Classification of pupils: This year a plan has been initiated whereby selected groups of pupils of outstanding ability will be enabled by the end of three years to cover the work of four grades. The pupils thus selected will spend an average of seven and one-half months in each grade over the period of three years. This is a slower acceleration plan than usually attempted, and is designed to embrace a wider range of pupils than is generally possible. The results will be watched with interest.

"Because of the abandonment of the Fall Convention in 1931, it was deemed advisable to hold grade meetings the last week of October and the first week of November. These were held under the auspices of the city superintendents and were attended by all city teachers, public school and separate. Through the medium of addresses and symposia, much light was shed on current problems in class room management and technique. Discussion was free, and the meetings were decidedly fruitful, offsetting in some measure the loss incurred through curtailing the traditional convention.

"Quality of Instruction.—Literature: This is one of the least effective subjects on the course. Some confuse it with oral reading, silent reading, or memorization. Others treat it as an exercise in vocabulary building or a language lesson. The prescribed selections are faithfully covered, it is true, but very often the spirit of the selection is missed; too little is left to the imagination of the pupils, the emotions are not aroused, individual interpretation is not encouraged, and the lesson is mechanical and uninteresting. The instruction is noticeably poor in Grade IV to VI, but there is more sympathetic treatment in Grades VII and VIII.

"Arithmetic: When emphasis is placed by school officials on any particular phase of a subject, there is noticeable tendency to neglect, or entirely subordinate, other phases. Just as in reading, the current emphasis on silent reading is operating to the detriment of oral reading from Grade IV up, so in arithmetic the effort to improve speed and accuracy is having a deleterious effect upon problem-solving and individual thinking. Teachers complain of the lack of exercises in the prescribed text. In casting about for auxiliaries they accept uncritically such sources of seat-work as are on the market. Thus the assignment becomes a repetition of the rapid calculation lesson, or the emphasis is placed on the pure mechanics of the subject. Mental arithmetic is insufficiently stressed. The quality of instruction in problem-solving is mediocre and the thinking powers of the pupils are not stimulated. Short methods could be introduced to advantage, solutions ascertained without slavish independence on paper and pencil, and attention directed to recognition of mathematical principles rather than insistence on routine rule of thumb solutions. Some of the immense effort expended in silent reading might profitably be utilized in reading problems in arithmetic and grasping the relations involved without actually working out the answers. I would like to urge that without swinging to either extreme more emphasis be placed on phases of arithmetic which develop the thinking powers and somewhat less on speed and pure manipulation of numbers."

INSPECTOR D. M. SULLIVAN, M.A., Edmonton City.

Individual reports have been submitted by all school inspectors, dealing with the educational conditions and progress in the different inspectorial divisions for the year ending December 31, 1931. In the following pages a consolidation of these reports has been effected; excerpts have been liberally taken from the reports in an endeavor to give a province-wide picture of the educational situation

obtaining today. The problems facing school boards, teachers, and administrative officers, the measures devised by departmental and school officials to cope with these problems, and the general observations of the inspectors, have been classified under eight different heads, which follow each other in this report in the order named:

A—Conditions affecting educational progress.

B—Supervision of class-room instruction.

C—Operation of schools during 1931.

D—School attendance.

E—Advanced instruction.

F—Official trusteeships.

G—School fairs.

H—Evidences of progress and outlook for coming year.

A—CONDITIONS AFFECTING PROGRESS.

The year has been a difficult one owing to the prevailing economic conditions in all sections of the Province. In times of depression interest in the schools is stimulated and attention is focussed more directly on the great value of education to the individual and to the community. While attendance, therefore, increases, there is a corresponding curtailment in building, and corresponding difficulty in financing. School boards have been faced with almost insuperable problems, which have been met with great courage and ingenuity, so that there has been little, if any, diminution in the educational service throughout the Province. Faced with the inability to sell debentures, school boards have solved the difficulty by constructing buildings by voluntary labor at a minimum cost, or have operated in temporary buildings for which the outlay is small.

Organization of new districts occurred chiefly in the northern sections of the Province. In all 40 new districts were organized during the year.

To meet the unusual conditions with which school districts found themselves faced, all rural schools situated within the bounds of a municipality were placed under one collecting authority early in the year. The municipal districts with wider borrowing powers than the isolated school districts have been able in most instances to continue practically normal operation of schools within their boundaries. The payment of school grants has been on a monthly basis, and the equalization grants have provided additional assistance for districts with low assessments, thereby easing materially the burden of financing this type of school. In necessary instances special grants or loans have been arranged for schools not situated in any organized municipal district. Teachers have shared in the burdens of the school districts by accepting reductions in salaries. Thus with a more economical type of service, coupled with a laudable spirit of sacrifice and co-operation, our educational service has been unimpaired during a trying and anxious period.

The number of pupils enrolled in our schools showed an increase of 746 over the previous year, and 96.3% of all schools operated for a period exceeding 160 days.

The quotations which follow discuss the situation in more detail and with reference to specific areas:

'Although the development and expansion characteristic of the three years, 1928 to 1930, has not continued at the same rate, yet some growth, or at least stabilization, has taken place. There has been no retrogression in the Peace River country. Some homesteads have been abandoned, as in good years, but for the most part the homesteader has accepted conditions and held to his holdings. In all, slightly over one thousand entries have been filed within the inspectorate in 1931. And, by reason of the new Provincial regulations for the disposal of Government lands, the entries filed have been largely within the areas already partly developed. Thus, with the centralizing of homesteading, the situation in existing school districts becomes more encouraging.

"During the year twenty new districts have commenced operation; four of these had financed their building construction by a debenture issue in the year 1930 while debentures could still be sold; the others have obtained temporary buildings in the district or built log schools. In eleven other districts log buildings are now being completed or plans laid for their completion.

"The year 1931 showed a marked increase in the number of districts, twenty-nine being officially erected, while at the close of the year twenty or more cases remained in need of organization. This year it has not been found practical to encourage organization in many of these cases in view of the difficulties involved in financing. Hence, only seven new districts have been formed and, allowing for some growth during the year, the situation remains largely as a year ago with approximately twenty cases needing attention."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"A considerably better than a provincial-average crop for the fifth successive year, together with an outstanding indebtedness against land and machinery probably less than that obtaining generally, places the longer-settled areas of this inspectorate in, possibly, a condition superior to a large portion of the remainder of the Province.

"In the new districts, however, conditions are by no means so satisfactory. The settlers lately arriving have been, for the most part, those without capital, often without equipment. And, while a living may be secured from the possible garden-patch plot of cultivated land and from the wild life of the nearby bush, little money is available for school purposes. Schools are difficult of establishment and more difficult of operation.

"There is little enough money available for purposes of education and the fear of spending, the accompaniment of depression, aggravates the situation. There are, seemingly, always those to be found who regard education as luxury. When money is plentiful they are not so constantly in evidence; when conditions change they are much in evidence. There has, therefore, been the inevitable criticism of, and obstruction offered to, the cause of education.

"The spirit, nevertheless, of the residents has been on the whole admirable. Education continues to be an easily sold commodity, and I have a good deal of admiration for the people amongst whom I work. Many real sacrifices are being made—and not always by persons with children—to build schools by voluntary effort, or to meet the tax statement that will render possible, if paid, the school's continuance.

"During the year six districts have been established. This compares with the sixteen gazetted in 1930 and nine the year previous. There are at least six that should be erected shortly, with a further seven on which an amount of preliminary work has been done.

"The Dominion census gives this inspectorate a population in excess of 20,000. Sixty-two districts had been established in 1926; 47 have been added since that time. Organization has not kept pace, then, with population and is not likely to catch up for some time. These statistics do not tell the full story, since certain of the schools are considerably larger

than they were. It is true, however, that additional schools become increasingly necessary."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"The remarkable feature of the year's record of operation is that the school have been kept open so well. This can be largely accounted for in the assistance given through the Department of Education in paying grants monthly, the reduction of teachers' salaries, and the support given by the municipalities where such are organized.

"Despite conditions and the prospect, organization has gone on apace. During the year 10 new districts were erected within the inspectorate. Seven other proposed districts are under consideration. In one respect these districts now organizing are profiting by general conditions. The inability to sell debentures makes it necessary for them to erect their buildings at minimum cost, using voluntary labor and with a small grant for materials. They begin operation with little or no debt, and any funds available can go at once to school operation. They are providing themselves with accommodation for several years, at the end of which time they will be in much better position to finance the erection of a better school building."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Educational progress was seriously affected by prevailing economic conditions. Only two new districts out of a possible eight were organized. The building programme was considerably restricted, only one new school being erected. Five departments operated in temporary quarters. No pressure was brought to bear upon the school boards with regard to building, as it was considered that they were carrying a sufficiently heavy load in financing operations. Moreover, the impossibility to market debentures made it impossible to secure funds for construction work.

"The extension of the railway line in the north-east section of the territory, where new settlers are still coming in, was continued."

INSPECTOR J. L. GIBAUT, B.A., St. Paul de Metis.

"In the fall of 1930 all rural schools had reported a marked decrease in the collection of taxes, and with outstanding accounts of unpaid coupons and overdue payments of salaries, a number of school districts, whose borrowing powers had been exhausted, could not finance successful operation in the new term unless special aid could be obtained. To meet board in the matters of finance to the municipal districts, and these or the difficulty, the Government transferred the powers of the local school organizations, through wider borrowing powers, have been able to meet all money demands of the rural school districts in the inspectorate. At the last session of the Legislature the municipal organizations have been vested with the levy and collection of school taxes, and the change assured ample funds to maintain the operation of all schools situated within the boundaries of municipalities. However, the school districts in local improvement districts and those school districts that include a hamlet within their limits have had to meet their financial needs through the local trustee board. The first named group, located in the outlying and new settlements, receive substantial grants under Section 26^a of the School Grants Act, and during the past year has been able to provide the teacher's salary. The small village school district is seriously affected by the depression, and finds it very difficult to realize on its tax levies during the present crisis.

"The market for school debentures has been weak during the past year, and new districts have been unsuccessful in financing construction costs from this source. In two new districts, the administrations have been successful in erecting substantial log structures through the voluntary labor contributions of the residents. The Department has co-operated in each case with a special grant of two hundred dollars to assist in the purchase of the necessary building materials that could not be provided locally. Through this plan, these weak districts have avoided the financial burden of a debenture issue, and can devote the full revenue from taxes towards a lengthened term of operation. The payment of an initial

grant towards the cost of the school plant has made it unnecessary to guarantee monetary relief in assuring the full payment of the teacher's salary. In contrast, a number of school districts have been obliged to default on their debenture maturities until the ratepayers are in a position to liquidate their arrears in taxes."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"The year just closed has been one of great anxiety and uncertainty. It was confidently predicted towards the close of 1930 that the bottom of the world-wide depression had been reached and that the dawn of a brighter day was at hand. Governments, school boards, teachers, professional men, farmers, and industrial workers all shared in this optimistic outlook. But as month succeeded month and as the year wore on, the depression failed to lift; prices remained low; unemployment increased; business failed to make the expected recovery; and money became scarcer and ever scarcer.

"The inspectorate shared in the general depression. Fortunately, however, crops were good, and although prices of all farm products remained low, yet there was some return from the farms. In the mining areas much hardship has been experienced. The demand for coal has not kept pace with the capacity of the mines; and so there has been a slackening off in production, much unemployment, and corresponding distress in the homes of the employees.

Many school boards commenced the year with a surplus of funds, and thus came through the year fairly well. They were able to keep the schools in operation and to pay their teachers regularly. Other boards were not so fortunate. They had built up no reserve in the good years; and when the depression came had nothing to fall back upon. With these we did the best we could; some of the schools had to close for two or three months; in others, adjustments were effected in the matter of salary, special efforts were made to collect a portion at least of the outstanding taxes, and in the majority of such districts the schools were kept in operation."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The collection of the taxes by the municipalities has, on the whole, proved quite satisfactory to all concerned. Bank managers have assured me that the total amount of indebtedness on school accounts has been slightly reduced and that they are better satisfied to deal with one borrowing authority, the municipal district, rather than with a large number of separate school districts.

"The financial condition of the school districts and of the municipal districts is good. More taxes were paid this year than anyone expected.

"The number of teachers of Ukrainian origin continues to grow, as shown by the following table: 1929, 48; 1930, 59; 1931, 68. On the whole, these teachers do a quite acceptable type of work comparing favorably with that done by teachers of any other origin."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The year 1931 has been a year of considerable distress in our agricultural province with the demand for our grain falling off completely. The sale of wheat to our main market was cut into by European competitors, resulting in shipment from the Dominion reaching a standstill. The famine conditions in Northern China did not result in any appreciable increase in the price of grain. The general feeling is that trade and economic conditions at the end of the year are little better than at the beginning of the year. Grain prices continue to fluctuate at a subnormal level. Such conditions have had a direct bearing on the operation of our schools. This year we have seen an endeavor to preserve a balance between financing and economic strain.

"In certain parts of the inspectorate the crop was never better, but prices obtainable were never poorer. In other parts the hail wiped out a large area so completely that not a bushel of grain was threshed. It is a marvel that such districts have financed their schools.

"The new Tax Act is the explanation. Districts have been carrying on realizing that a requisition was forthcoming from the municipality which would tide them along. In numerous districts about thirty per cent. of the taxes have been collected. Unless a better credit can be maintained by the school district the willingness of the bank to loan to the municipalities in 1932 will falter.

"Many districts have requisitioned at too low a figure for the year's financing. This is, of course, to keep the mill rate down as low as possible. Debenture arrears are often paid out of current requisition, with the result that there is insufficient money to pay the teacher regularly, and certainly not enough to meet the current debenture instalment."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"During the entire spring term and on into August, crop conditions in the Wetaskiwin inspectorate were excellent, and every school in this territory that had a school building was in operation. In the late summer very disastrous hail-storms occurred, and here and there over the countryside many fine crops were flattened to the ground, a total loss. The financial and psychological effects revived the general tone of depression which people were beginning to some extent to forget.

"Some boards talked of not re-opening for the fall term, but all opened and carried on during the autumn, though in some cases the funds in the treasury were by Christmas more than depleted.

"Under existing conditions organization and building programmes were considerably restricted. Only four new frame school houses were erected during the year. Two new log buildings of good type were put up in the wooded country to serve as temporary school houses, and one small school building was increased in size and considerably improved otherwise. Four new school districts were erected during the year. All of these are in the western country served by the Lacombe and Northwestern railway. Settlers continue to come into this wooded country, but the large majority have very limited resources. For this reason projected organizations do not progress rapidly, but if better times come there will be considerable development between the new railway and the Saskatchewan river."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"There are several districts in this inspectorate in which the schools have quite served their time and in which new modern schools should be erected. In several instances, owing to the season of depression prevailing, and the difficulty experienced in securing sufficient current revenue for purposes of operation, the replacement of old school buildings has been delayed indefinitely."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"Due to the general economic depression which began to be felt severely in so far as the schools were concerned during the closing months of 1930, the prospects at the opening of 1931 for continuous operation throughout the year were distinctly uncertain. With the continuation of this crisis, in increasing severity through the year, the financial condition of the weaker districts became more acute. It is gratifying to be able to report, that despite the above conditions, all schools in this inspectorate did operate for periods ranging from 180 to 200 days, which constitutes practically continuous operation. In isolated instances, schools in distant and sparsely settled localities remained closed during January, but for the most part this loss in operation was compensated for by a corresponding shortening of the summer vacation.

"The area included in this inspectorate was especially fortunate this year in harvesting a crop above the average in both yield and grade of grain. While the prices for farm products have been so extremely low as to leave little or no margin of profit to the producer, nevertheless food requirements have been, and still are, very ample, a situation which does not prevail in many districts to the south and east.

"The fact that this inspectorate is entirely organized into municipal districts aided certain schools very considerably with their problems of

financing. Otherwise there undoubtedly would have been cases where the local school district found itself unable to secure the needed funds for continuous operation. The municipalities with their broader borrowing powers were able to secure from the banks, by way of short term advances, sufficient funds to meet the current requisitions from the school districts. There were therefore no school districts in this division which were forced to receive special grants or loans, the usual sources of revenue proving insufficient."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"Crop conditions over the whole inspectorate were very good: yields of wheat as high as 72 bushels per acre were recorded, and 50 bushels was a very common figure. The crop was put in more cheaply than it had been for years, and was harvested and threshed at very reasonable cost.

"Some of the rural municipalities reported remarkably high collections of taxes for the last two months of the year, and only one, including only four districts of the Red Deer inspectorate, was in difficulties about meeting the demands of the schools. So far, then, the schools of the inspectorate have been able to operate without governmental aid."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Almost total crop failure due to soil drifting, drought, and hail further aggravated economic conditions so that there was little incentive towards any material educational activity and progress during the year 1931. It is, however, with a degree of satisfaction that I am enabled to report that there was no curtailment of operation of schools in the Oyen inspectorate during the year.

"Considerable credit is due school boards, municipal officials and teachers, who through their sincere support and co-operation did all within their power to make continuous operation possible until such times as financial assistance was forthcoming. When it is rumored that schools must close, one has but to experience the anxious queries of the parents to realize how great is the value placed upon present day education to the public mind.

"There was but one new district organized during the year.

"Financial conditions forbade any extensive building activities."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Without doubt the year just closed has been the most trying in regard to school financing I have ever experienced. Following up the year 1930, in which many districts began to feel very keenly the financial stringency, the short crop and low prices in 1931 proved a distressing climax. With the exception of the irrigated area, all parts of the inspectorate were more or less seriously affected. In the early part of the year loans were given some districts to tide them over until the autumn, and arrangements were made with the teachers in districts where the funds were low, whereby it was agreed that the teacher would accept \$40 or \$50 per month and the balance of her salary when the taxes were collected. As the year advanced, and it was found there would be little or no crop and the price continued low, more districts came on the needy list. It will be readily understood that some of these districts approached the end of the year with their funds exhausted and the teacher not fully paid. To add to the difficulty some of them had other overdue obligations, such as a note at the bank, debenture coupons, an equipment bill and probably a Government loan. As the months passed by, it will be apparent that financing the schools became more and more embarrassing."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"Following the depressed market for farm products in 1930 came the lack of a market for these products in 1931. The cumulative effects on school finances were very marked and slowed up interest in school operation to an alarming degree. In quite a bit of this locality the reaction to the peculiar conditions were not so extreme as the electors in the drought area are faced with difficulties in financing as a usual thing. Even here

there is a strong sentiment for reduced operation in spite of the fact that in the past few years a keen interest in education has developed. There is still this interest; in many school districts is a strong competitive spirit to have a school as good or better than the best in the locality; many parents still feel that their children should have the same chance for education as other children in the province, and feel that their children should advance just as fast and just as far as any other child. During the year difficulties have been met and overcome; boards have had to open the schools on trust and teachers have had to sign contracts with but little money in sight in the school treasury; taking the situation as a whole, boards and teachers are putting up with many inconveniences and hardships in order that schools may operate and that the children may start out in the world with a fair amount of education.

"Very few schools have had to curtail operation seriously during the year; one school, through the lack of funds and through the disorganization of the board secured but six months' operation, but the balance operated either for the year or for eight months or more."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"Precipitation during the year has been considerably below average; at Bow Island the total rainfall for the year was 9.55 inches; at Foremost the total was about one inch more than this, and at Warner the total rainfall reached 11.64 inches. Timely rains in the latter part of June aided crop conditions in the Stirling and Warner areas, and also at Orion and Manyberries and on the slopes of the Sweet Grass and Cypress Hills. Grain production in this territory was approximately two-thirds of that of the year 1930. The net return from the grain harvested was small in the eastern and northern sections of this inspectorate and better in the western section. Returns from the wheat crop ranged from an average of four or five bushels to the acre in the dryer districts to 20 bushels to the acre in the Stirling, Warner and New Dayton districts. In the central part of the inspectorate, in the Foremost, Lucky Strike, Nemiscam and Etzikom districts, a wheat crop ranging from eight or nine bushels on land cropped the previous year, to from 14 to 18 bushels on summer-fallow land was harvested. The net return from the sale of grain, owing to the smaller quantities grown and owing to the low prices, will scarcely be one-half of the 1930 cash return from the same source.

"In the districts where crops were small, the number of calls for municipal and government relief, direct or through labor on public works, increased rapidly in the last three months of 1931, and the needs of the purposes through the present winter. In the cases of some of these families concerned will require increased provision of funds for relief families the lack of winter clothing interfered with school attendance in November and December; the Red Cross Society, Women's Institutes, church organizations and neighbors have been very active recently in providing the necessary assistance in the matter of children's clothing, so that it is to be expected that school attendance will continue normal during the remainder of the winter.

"The majority of the school districts are still in sufficiently satisfactory financial condition to provide for the operating expenses of the schools through the first term of 1932."

INSPECTOR H. C. SWEET, B.A., Foremost.

B.—SUPERVISION OF CLASS-ROOM INSTRUCTION.

Although a large part of the school inspector's time is occupied with administrative duties, his most important function is the supervision of class-room instruction. Necessarily, the inspector is the representative of the Department on the field. He it is who must see that the school law and regulations are properly interpreted; must give effect in his field to the educational policy of the government, whether temporary or permanent. He is likewise expected to have a watchful eye on the ever-changing conditions and require-

ments of his territory, the need for boundary adjustments, extension of educational facilities, and the demands of the hour. This type of work is administrative in character. But the more technical phases of his duties have to do with the supervision and inspection of schools in operation. He studies and reports upon the academic and professional equipment of the teachers in his inspectorate; the quality of the instruction offered in the schools; the organization of courses of study and interpretation of curricula; the conditions affecting teaching power and pupils' progress.

The judgments of inspectors as set out in the following quotations from reports show that teaching is improving in technique and effectiveness. Normal graduates are more efficiently trained, and teachers are devoting themselves to the discharge of their duties with praiseworthy diligence. More thought is given to new and effective teaching devices, and the tenure of office is gradually lengthening with improvement in living conditions in rural localities.

"Normal graduates come to us well equipped and surprisingly efficient—it is often true, indeed, that a teacher's first year is her best. Improvement of conditions, of living and of teaching, so that the recruit to the ranks may have a greater expectation of retaining that early enthusiasm is necessary.

"During the year all schools—with the exception of two, Ashdown No. 4504 and Preston Lake No. 4557, that commenced operation at late date in the fall—have been inspected. Two schools were inspected twice. A total of 122 inspections—including the Indian Mission in my territory—were made. Of these 19 graded fairly good, 69 graded good, 33 graded very good; 1 graded excellent.

"Salaries are considerably lower. Thirteen recommendations for the approval of contracts entered into at a lower than the minimum rate of salary have been made. There are several more to be investigated. The salaries in these instances range from \$630.00 to \$800.00. Within the year the salary average has been reduced fully three hundred dollars."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"During the year I have examined the work in geography with special care, testing particularly the power of pupils to appreciate geographic relationships, and their power to visualize the activities of the people of other countries in the same way as they picture their own locality. In Grade VIII a number of pupils are found to have gained some actual geographic understandings; for example, they can show how the growth of manufacturing in England is related to coal deposits, the natural opportunities for shipping and the like. Given the latitude of a certain country or portion of it, and knowing world climatic facts, they are able to speculate as to the activities of the people. However, have gained no evidence to show that sufficient attention is given to this kind of training, and certainly insufficient is given below Grade VIII. In Grades VI and VII when the continents are studied in detail, pupils are usually able to list many facts, but they often lack the reason of things and one can only conclude that there is too much of the fact-type of teaching and too little of the teaching where large areas or zones are examined first, until the pupils gain some world concepts. When they have gained these, they are then in a position to study countries, comparing them with one another in terms of local factors of climate and resources. An excellent foundation for the study of zones and type-countries is the story-type geography for which provision is made in the Grade IV course. I feel that teachers are under-estimating the advantages of these stories of other lands, and frequently omit them in Grade IV to spend the time on definitions of land and water forms or a study of tea, a study which is much too formal for junior pupils except when taken incidentally in studying the people who

happen to grow tea. When studying tea from China it is the Chinese and not the tea in which we should create main interest; the Chinese do other things than grow tea."

INSPECTOR G. L. WILSON, B.Sc., Peace River.

"Of the reports given at the time of inspection of schools, approximately one-half indicate the teacher as 'good' while the others are graded almost equally above and below this grading. A number of teachers were inspected twice, particularly in cases of inferior grading at the first inspection. A more favorable report was usually earned, suggestions previously made being put into effect.

"Salaries dropped considerably, particularly at the opening of the fall term. Half the teachers in the inspectorate are now being paid at the minimum rate, \$840.00. In only one case was the salary of a teacher raised at Sept. 1st. The payment of a salary less than the minimum has been authorized by the Minister in two districts."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Equipment of Teachers: An improvement is noted in the qualifications of teachers. The number of first-class certificates has increased from 15% to 18%, and the number of second-class certificates has decreased from 79% to 75%; third-class certificates now form 7% instead of 6% of the total. A remarkable feature is that only 40% of the certificates were interim, as compared to 50% last year.

"The above is no doubt a clear indication that school boards, with numerous applications from teachers to choose from, are giving preference to the better qualified and more experienced teachers.

"Grading: On 163 inspections the following percentages of grading were obtained: Excellent 3%, very good 18%, good 58%, fairly good 18%, and fair 3%.

"Salaries of Teachers: Some cuts in salary were made at the beginning of the year, but these did not become general until the December term. Reductions ranged between 10% and 15%, bringing the average salary down to \$900.00. Only three teachers received less than the minimum."

INSPECTOR J. L. GIBAULT, B.A., St. Paul.

"On the basis of academic and professional equipment, the 180 teachers employed in the inspectorate were classified as follows: Academic certificate, 2; first-class certificate, 36; second-class certificate, 137; third-class certificate, 5; permits 0—180.

"An analysis of the ratings assigned to teachers during the past year offer the following details: Excellent 12, or 5.47%; very good 56, or 25.48%; good 111, or 50.62%; fairly good 39, or 18%; not graded 1, or .43%.

"With the supply of teachers exceeding the demand, a large number of the recent graduates from the Normal schools were not successful in obtaining appointments to schools, so that as a whole, the teaching personnel represented more mature teaching experience. This new situation would account in part for a decrease in the number of teachers who were rated 'fairly good' and 'fair'.

"As a consequence of the continued low prices obtained for farm products throughout the year, a large number of schools effected a downward revision of the salary schedule at the beginning of the new term in September. The highest salary paid in the one-room ungraded rural school is now \$1,000.00 and the statutory minimum of \$840.00 has been adopted by fully 20% of the school boards that had occasion to make new agreements in the fall. In the urban districts and those rural districts where the services of the teacher were continued, the reductions in the salary rate were limited to approximately a 10% cent in the previous schedule. However, seven of the weaker units in the inspectorate found it necessary in early September to either curtail the term of operation for the year or, as an alternative, to effect a reduction below the minimum scale with assurance to the teacher that regular operation would be maintained to the end of the term."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"The general body of the teachers are sincere and hard working. A minority are incapable of acquiring efficiency. Recent Normal School graduates stress silent reading to the exclusion of oral reading. They use and graph results of standardized tests, but fail to locate the individual weaknesses revealed thereby. They use monthly apportionments of work in use in Edmonton schools with little or no regard for the requirements of their schools.

"The grading of the 175 teachers whose work was inspected was: Excellent 6, or 3.43%; very good 59, or 33.71%; good 85, or 48.57%; fairly good 18, or 10.29%; fair 3, or 1.71%; ungraded 4, or 2.29%."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Many teachers of the inspectorate have provided themselves with low-priced printing sets and are doing excellent work in the preparation of flash card materials in reading, phonics, number work and spelling. The teachers' efforts are well rewarded in the reflected progress of the pupils. Much of the costly seatwork material purchased by teachers and school boards could be duplicated from a sample set instead of buying individual sets for the children.

"The hektograph is a valuable piece of teacher equipment, and can be used for a number of purposes. The most valuable use is in the preparation of may outlines for history and geography development or for seatwork. I discourage the drawing of freehand maps from memory, and recommend the much more satisfactory method of tracing from windows from accurate dummies, or by using hektographed maps. I do not recommend the practice of supplying children with several outline maps of each country.

"Where heavy enrolment exists, I am recommending more than the 100 square feet of board space. This amount is inadequate for the placing of seatwork on the blackboard for the various grades prior to assembly.

"English: Much oral reading is found necessary in the non-English schools. In the senior division of such schools silent reading is introduced with satisfactory results. Better teacher-planning for applied seatwork and motive questions bearing directly on the selection is needed.

"It is found that insufficient 'appreciation lessons' are taught. Literature merges too frequently into oral reading with little consideration of the enjoyment of a selection. Lack of vocabulary of the foreign child is the explanation of the inability to appreciate well chosen expressions and phrases.

"Bearing directly on the preceding remarks, one might continue the discussion in relation to memory work. Most teachers assign the work, but it is felt that the treatment is somewhat mechanical, with insufficient comprehension. This, as aforementioned, is due to the lack of vocabulary knowledge.

"Elementary Science: A few schools have started a science museum of materials gathered by the pupils. These museum corners are not only attractive, but highly educational, and train the child in fine habits of observation. More of this work is being encouraged. The rural child is a born naturalist, and many teachers admit that the pupil knowledge far exceeds their own. The elementary science lessons are also being used as a means of encouraging language and composition work.

"Of the 109 teachers visited in the fall term, the grading was as follows: Excellent 2.8%, very good 15.6%, good 58%, fairly good 24.2%, fair 6.4%. This distribution is skewed slightly to the 'weak' side of the scale. The latter was caused by a number of third-class teachers and experienced desultory teachers.

"Some districts are charging rental for the teacherage in order to pay less than the \$840 minimum. This may be legally sound, but it seems unfair, especially when one considers the point of view that must have existed when such residences were constructed. They prove to be convenient means of manipulating the low scale of salaries.

"There are teachers who are teaching in the home district. I do not find that it works in the best interests, due to the teacher having grown up with the children, and also due to the teacher being too well known in

the district. Such teachers are willing to put up with the adverse factors in order to gain experience and then apply elsewhere.

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"During the past year I have not found one graded school teacher who was weak; on the other hand, I have found many who were exceptionally strong, and all getting splendid results.

"The ungraded school is the real problem. The number of grades, the frequently heavy enrolments, and the long array of bewildering subjects and classes to be taught in the course of a single day present a series of problems to which the educational leaders of our time have found no satisfactory solutions, and in which they have failed to give any worthwhile leadership. Teachers are left to flounder with these problems, and to solve them as best they may. We have not yet evolved a course of study suitable to the ungraded school; we have no workable time-table; we have done almost nothing in the way of suggesting suitable combinations of grades and subjects; and we still burden both teachers and pupils with a number of texts that should have been dispensed with long ago.

"Most of the teachers in the ungraded schools were found to be doing good average work. Many of them make use of helps, and of the courses and suggestions outlined in the various school magazines. Very few are using the work-books that are being published in ever increasing numbers. Some of these work-books are excellent; but both parents and school boards are reluctant to make the necessary outlay to provide the pupils with them.

"We have had a considerable number of recent Normal School graduates in the inspectorate this year. Although the majority of them are industrious, conscientious and eager to succeed, it is doubtful if the lengthening of the Normal School term has produced a product much superior to that of former years."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"It is gratifying to note that the class of certificate both by teachers of Ukrainian origin and by the teachers as a whole is higher than it was last year. This year there are forty teachers holding first class certificates as against thirty-three last year. The school boards are apparently anxious to secure the best teachers they can for the amount of money they have to spend.

"Much of the teacher's time during recess, noon, and before school is taken up with the endless writing of exercises on the blackboard. Much of this could be avoided by the authorization of suitable exercise books in many subjects. At present various books are being used by both teachers and pupils, beyond those authorized by the Department. When these are used to lessen the writing of exercises on the board, or to shorten the preparation of the teacher, little can be said. However, in many instances, the pupils are told to prepare the lessons on such and such pages and the teaching consists of hearing the items of information that have been learned. There is too little discussion whereby the new material may be closely related to what is already known by the pupils.

"In many schools, little attention is being given to music, art or physical training. The teachers feel that their time is better spent on what they consider the essentials. At the same time, much excellent art work is being done in some schools. The musical festival has been organized to encourage more attention to music, dramatics and folk dancing.

"Inspectors reports: Excellent 5, 3.2%; very good 23, 14.8%; good 98, 63.2%; fairly good 28, 18.1%; fair 1, .7%—total 155.

"No ungraded schools pay less than the minimum salary. In only one two-room school is the salary below \$840.00. In this case the salaries are \$800.00 and \$700.00. It is worthy of note in this case that the increased grant because of operating a second room more than pays the salary of the second teacher.

"Sixty-one of the eighty-seven rural schools in this inspectorate have more or less suitable residences for the teachers."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The quality of the teachers entering the profession is improving from year to year. They have benefitted from their Normal School experience in practice teaching and especially from their Easter week's experience in a rural school under more or less competent teachers. This experience has taught them at least two important things: (a) The necessity of a careful planning of each day's work; (b) the value of providing plenty of well selected seat exercises to keep the classes always profitably employed.

"These young teachers are as a rule enthusiastic and have a keen sense of the importance of the work they have undertaken and of their responsibility to their pupils. They, from lack of experience, make mistakes and are often disappointed on their first inspection, but with a little guidance and encouragement, improve, and many of them develop into aggressive and efficient teachers.

"The following is the academic standing of the 184 teachers employed in the public schools of the inspectorate during the year: First class 61, 33.15%; second class 117, 63.58%; third class 2, 1.10%; academic 4, 2.18%; permits, 0—total 184.

"Literature: The results are only fairly satisfactory. The amount of general reading which has been done by many of the young teachers has not been sufficient to give them a good background for purposes of illustration or to develop much literary appreciation.

"History: This subject is well taught by only a small number of teachers. Too many depend to a large extent on 'Teachers' Helps' for the organization and presentation of their subject matter. The effect is deadening to the teacher's initiative and resourcefulness.

"During the year reports were submitted on 266 visits made to the public schools of the inspectorate and 10 visits to private schools. The public school teachers were graded as follows: Fair 2, .72%; fairly good 34, 12.80%; good 142, 53.05%; very good 63, 24.00%; excellent 25, 9.40%

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"The certificates of teachers at work in this territory throughout the year graded as follows: Academic and first class, 28%; second class, 70%; third class, 2%.

"Oral reading of pupils is slowly improving. Where a language other than English is spoken in the homes, pupils seldom interpret well what they read. Many teachers seem to forget that a pupil must have a thorough understanding of the meaning of a passage before he can read it expressively. Teachers often refer to the Course of Study on this point, as it gives one list of selections for literature and another for oral reading. The pupils' grasp of the selections for literature is often good, but in some cases it leaves much to be desired. This is not so much by reason of poor teaching, but is often because a selection, once studied, is never again referred to.

"The following represent the gradings given the work inspected during the year: excellent, 9%; very good, 27%; good, 50%; fairly good, 13%; fair, 1%.

These percentages indicate the improvement in the teaching and the tendency of boards to select teachers doing a superior type of work."

INSPECTOR J. SCOFFIELD, B.A., Wetaskiwin.

"Of the teachers in charge of schools in this inspectorate in 1929, 56.63% held interim certificates and 43.37% permanent certificates. In 1930, 44.74% held interim certificates and 55.26% permanent certificates. In 1931, 38.48% held interim certificates and 61.52% permanent certificates. The steady increase of permanently certificated teachers, as from 1929 to 1931, is very striking and interesting, and points to a tendency on the part of teachers, covering the time indicated, to extend their term of service in the one school to a greater degree than has been formerly observed in my experience. The number of recently graduated Normal School students absorbed in the teaching staff of this inspectorate has, therefore, steadily decreased, although this inspectorate is favorably located for a large influx of such teachers. Undoubtedly this situation is

influenced by the time of stress and depression through which the Province has been passing, and by the available supply of teachers, which influence teachers to hold their positions. The extended time of service given by the teachers in the schools in which they are engaged is of very great benefit, for, as a rule, frequent change of teachers and short term contracts do not make for efficiency or permanency of pupil attainment. At the same time, the tendency for teachers to leave their districts on Friday evening had to be absent from them till Monday morning still prevails, and is apparently on the increase. The cause, no doubt, for this is the facility of transportation and the insistent call for diversion from outside interests which cannot be gratified in their respective districts. Teacher leadership in community service is, therefore, seriously curtailed, and in many instances is practically avoided, for the time and opportunity for engaging in it do not seriously enter into the consideration of an increasingly large number of teachers, though it surely is a specific teacher's responsibility. While the districts are being denied, very sensibly, this essential teaching service, the specifications of teachers for social leadership in rural communities are being nullified by this default. I am prepared to state, however, that the attitude of our Normal School instructors is very sensitive as regards community leadership, and that the responsibility of teachers in this regard is specifically stressed in their lectures to their students.

"The policy of the Minister of Education in requiring teachers-in-training in the Normal Schools to spend, as part of their teacher training course, a week in a rural school, under the supervision and direction of experienced rural school teachers, to enlarge their professional equipment in practical teaching, is now accepted as an established necessity and is warmly welcomed by the students, the Normal staff of instructors, and the supervising teachers of the rural schools to which the students are assigned. The school boards are also sympathetic. In my visitations to schools in which student-in-training have been placed, I have observed with much satisfaction the interest of the student teachers in this practical work, and the pains taken by the teachers in charge to make the sojourn of the students in their school enjoyable and profitable.

"In 1931 the rating of teachers in this inspectorate, rural and town schools included, was as follows: A rating of fair was given to 7.48% of the teachers employed; fairly good to 29.19%; good to 35.51%; very good to 18.69%; and excellent to 8.41%."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"The certificates held by those teachers taking charge of schools September 1, 1931, show a definitely higher standard of qualification. There has been an increase of 7% in the number of teachers holding first class certificates during the fall term over the spring term. This might be accounted for in two ways. Firstly, the present large supply of available teachers permits the school boards to select a teacher of higher qualifications and to secure her services at a salary considerably below that obtaining a year or more ago. Secondly, since the preference is being given in Normal School registration to those students holding Grade XII standing, the young teachers entering the profession will henceforth be largely those holding first class certificates. A considerable number of our present teachers holding second class qualifications realize that competition for employment will become increasingly keen and are, therefore, endeavoring to improve their qualifications. It is not uncommon to find a teacher taking a few subjects of Grade XII in an attempt to complete the work of this grade.

"The main weaknesses of the teaching technique in the average rural school appear to be twofold. Firstly, a lack of sufficient systematic review and drill of essential points in the individual lesson or in the subject as a whole. The subject matter may be reasonably well presented, but unless important ideas and principles are emphasized and made to stand out in relief, they are shortly forgotten by the pupil. Later, efforts are made to build upon this uncertain and hazy foundation, with the result that the pupil only partially comprehends the meaning of important principles and never really appreciates the subject at its best. We appreciate that the time allowed for any one particular subject in any grade of the

average rural school is very limited, but it does appear that too frequently a teacher attempts to cover far too much subject matter in rather a sketchy manner. The final results would be more beneficial if less material were covered and that more completely mastered by the pupil. Secondly, teachers frequently fail in successfully dealing with a pupil who has a definite difficulty. Too often, apparently from a feeling that time does not permit a full discussion, the correct answer is given and the incident passed over, only to have the same difficulty recur at a later date. In far too many cases no attempt is made by thorough and skilful questioning to determine exactly where or why the pupil's difficulty arose. If this were done and the pupil shown clearly where the difficulty arose, his future progress would be just so much more certain and secure.

"Among the subjects of the curriculum offering definite difficulty, history appears to stand out predominantly. More definite attempts should be made by many teachers to present this material to the class rather than rely upon the class securing the information from a mass of detail in the text. More use could be made of directive outlines on the blackboard indicating to the pupils what information is desired.

"Oral reading is receiving more attention as regards expression, smoothness and pronunciation, with general results improving to some extent. Too frequently teachers ask pupils to prepare for oral reading selections which the pupils do not really understand or appreciate the thought thereof.

"There is some tendency to neglect the work of the intermediate grades in the subject of elementary science. This subject should appear particularly to the children of the rural school as one in which they are able to offer considerable first-hand information. Teachers do not always make the greatest possible use of this approach to the pupils.

"The teachers inspected during 1931 graded as follows: Excellent, 2.5%; very good, 20.9%, good, 49.4%; fairly good, 27.2%; and fair, 0. This distribution appears normal with the exception of the two lower classes. Some of these rated 'fairly good' should probably be more correctly rated 'fair'. However, they were frequently teachers of little or no experience, in perhaps rather difficult situations, and it was felt that if they were placed in the lowest possible group it would rather discourage than encourage future improvement.

"The average salary for the ungraded school in this inspectorate during the spring term was \$1,005.81. The new contracts entered into at the midsummer vacation were with few exceptions at a considerably lower salary. The average salary during the fall term in the rural districts was \$895.00. This represents a decrease of approximately 11%. A large percentage of school boards have engaged at the minimum of \$840.00. There are, however, no districts in this inspectorate paying less than the minimum.

"The salaries in the village and town schools have decreased approximately 5% during the same period."

INSPECTOR L. GOOD, B.Sc., Wainwright.

"Among teachers in the rural schools the most noticeable deficiency in equipment seemed to me to be the lack of sufficient grasp of subject matter to be taught, particularly in the informational subjects—literature, history and science (including geography). Only a few are sufficiently thoroughgoing in their studies of the content of the courses rescribed, as a preparation to their teaching of lessons. I have found that many teachers are trying to succeed in the work of their profession without seriously undertaking to think things out, to reflect, and to devise ways and means for the improvement technique. Too many of them are yielding to the temptation that is undoubtedly especially strong in the rural school, merely to carry forward a program of drills and recitations without the use of highly educative activities which visualize the work-life of the school for the children, and which, too, are definitely suggested in the Course of Study.

"Speaking generally, I have found the quality of instruction given by teachers in the rural schools rather mediocre. So many are failing to realize that the main function of the teacher is to help pupils to learn:

some even fail to recognize the teacher's responsibility for well organized, clear exposition, adequate exemplification and sufficient simplification. Only occasionally am I finding a teacher who systematically follows a good procedure of instruction, intelligently providing, at the beginning, motivation and an 'appreciation basis,' continuing by easy steps through the presentation, and concluding with a well organized simplification of the whole matter for the pupils' assimilation of it.

"There is, I believe, a field of educational endeavor into which our rural school teachers have not yet been guided far enough—the effective use of indirect teaching through good educative assignments. In the rural school this is much more important than is the use of direct teaching through 'the lesson'. Of the four and a half hours which the child spends daily on his school-work in school, he is engaged from two and a half to three or three and a half hours with completion of exercises at his desk by himself. Much of his progress in school studies must depend on what he is doing during this sixty-five or seventy per cent. of his time in school.

"Teachers' salaries have dropped about 30% in this inspectorate during 1931. There are, however, only a few school boards—four, I think—to whom permission has been granted to pay a salary below the minimum of \$840.00 per annum.

"Provision of necessary supplies and equipment is periodically made in nearly all schools. There is room for difference of opinion on what should be included in 'necessary supplies'; few school boards are willing to supply material for industrial art work, or material for teaching devices in primary work. The remarkable improvement in teaching methods which has been made during the last 25 years has been made nearly altogether in schools of urban communities. That improvement has been possible chiefly because in those schools teachers have had the material the use of which those better methods of teaching call for. If the benefits of newer and better methods of teaching are to be extended to the children in our rural schools, the school boards in rural districts must provide their teachers with the necessary material."

INSPECTOR W. E. HAY, B.A., Stettler.

"Nationalities play a large part in conditioning the standing of the schools. The following are represented quite numerous in the Red Deer Inspectorate: Anglo-Saxons, Finns, Estonians, Danes, Swedes, Norwegians, Icelanders, Bohemians, Poles and, in the mining towns, Italians. As a rule, these nationalities are fairly well segregated and the standings of the schools vary accordingly.

"The attitude of the parents plays a great part in conditioning the success of instruction. It is not uncommon to find a whole district afflicted by indifference to punctuality, attendance and home-work; and no matter how high the quality of instruction, the standing of such schools is bound to be low. Fortunately such districts are very rare.

"I am glad to be able to say, however, that although these qualifying conditions exist and necessarily affect results, the efforts of the teachers are relatively uniform and good.

"I present, as I have done for the past five years, a summary of gradings awarded in 1931, along with those of the previous years:

Year.	Total.	Excellent.	V.G.	Good.	F.G.	Fair.
1926.....	217	12	....	68	17.5	2.5
1927.....	221	....	....	66	22	2
1928.....	242	9	....	66	21.6	3.5
1929.....	274	6	21	62	10	1
1930.....	270	6	27	57	9	1
1931.....	260	7	24.5	55.5	12.5	.5

These figures show that 3% more were graded below "good" than in the be accepted as a fact that 87% of the teachers in the Red Deer Inspectorate previous year. However, this is a very slight falling-off, and it may orate did average work or better in 1931.

"About four districts in 1931 signified that they wished to pay less than \$840.00, and I am glad to be able to say that in none of these cases

was it found necessary to grant such permission. That does not apply, however, to all parts of Alberta, and, even in this division, it may be necessary to allow reductions in 1932.

"During the year 1931 rural teachers in the Red Deer Inspectorate had their salaries reduced about 10% on the average. The same applied to the smaller towns and villages. In the larger centres no reductions were made, but the annual increases were withheld."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Thirty per cent. of the teachers inspected during the year held first and 70% second class certificates. All were Normal School graduates.

"With reference to the actual class-instruction, most teachers have good methods and do satisfactory work in teaching the subjects in the grades up to and including Grade VI. In Grades VII and VIII they teach such subjects as art, writing, reading, composition and arithmetic well. They do not have such good results in teaching grammar, history and literature. They are unable, generally speaking, to make the lessons interesting enough to secure the attention and co-operation of the pupils. If results are to be had in teaching grammar and history the lessons must be interesting, and they can be made so.

"As regards the administrative phase, the principals of our town and village schools are too often incompetent and apparently untrained. A number of university graduates have been replaced by teachers holding a second class certificate owing to their attaching all importance to the academic side of education.

"Principals and assistants fail as a result of their being unable to manage a school properly. They are incapable of directing playground activities. They permit pupils to hang around corridors, cloakrooms and classrooms instead of being on the playgrounds. Pupils are permitted to deface desks or destroy other school property, etc. In consequence the teacher loses the confidence of his pupils and is unable to influence or control them. More complaints have been made against teachers as a result of their being unable to manage the school than from any other cause. I am of the opinion that more attention should be given to this training while teachers are at Normal School. This will be a necessity if they are to become leaders in a community.

"In no instance has the salary of a teacher in this inspectorate fallen below the minimum of \$840.00 per annum. It is not to be expected, however, that these conditions will maintain, as the financial situation of a number of districts will necessitate the lowering of salaries.

"Teachers are still paying about \$30 per month for board, the same as when produce and labor were at their highest. It will be necessary, if salaries be reduced, that the price of board be reduced as well."

INSPECTOR W. E. McLEAN, B.A., Trochu.

"On the whole, the teachers of this inspectorate are well trained, capable, and industrious. The Normal School graduates brought to their work an eagerness and idealism that was helpful and refreshing. They were equipped with a good knowledge of the better methods of giving instruction, and a fund of devices to facilitate their work. Many continued to improve themselves by further study, either in groups or individually. Some teachers of average ability and considerable experience were given to placing too much dependence on helps and texts while giving lessons. With very few exceptions, the men and women in charge of schools appeared to realize their responsibility to their pupils and to the community at large.

"One hundred and ninety-six inspections were made this year, and the gradings were as follows: Excellent, 7.7%; very good, 27%; good, 51%; fairly good, 7.1%; fair, .5%; ungraded, .5%.

"The average salary of teachers inspected during the last term was \$852.00. The decline is due to the depression and to teachers underbidding one another. This practice has made it difficult to keep salaries up to the minimum even in districts that are quite capable of paying it.

Teachers' board does not appear to have been reduced in keeping with the decreased salaries, as a general rule."

INSPECTOR W. E. FRAME, M.A., Coronation.

"During the year the work of 160 different teachers was inspected. These, without exception, had provincial qualifications; 32% held certificates of the first class, 65% held seconds, while two teachers had thirds only.

"With few exceptions these teachers were doing reasonably good work. The fundamental subjects, so called, were well taught in most instances, but in some cases I was compelled to make serious criticism and offer suggestions in the teaching of some subjects such as history and elementary science. In too many schools pre-masticated material, in the form of printed notes, was being substituted for the proper handling of the subject by the teacher. I think this is a great pity, especially in history, a subject that offers so many opportunities for interesting and profitable class discussion.

"Out of 206 inspections, 4.37% were graded excellent, 32.04% very good, 44.66% good, 18.93% were fairly good, while no one was placed in the 'fair' or lowest rank.

"In the matter of teachers' salaries, there was a very noticeable tendency to lower them to an unreasonable degree. Only the statutory minimum saved the situation. For the first time in many years the minimum salary was a very common wage. So far no salary for a less amount has been paid in this inspectorate."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"In former years it was usual to find 30 to 40 beginners in charge of schools. Last September, however, this number had dropped to 15. With possibly one exception, these beginners are conscientious and zealous, and have taken hold in a manner that makes for success.

"The following tabulation of the qualifications of teachers, for the last three years will demonstrate clearly that the trend of teachers' equipment is on the up-grade: Percentage with first class: 1929, 32.5%; 1930, 34%; 1931, 40%; percentage with second class: 1929, 65.5%; 1930, 64.5%; 1931, 60%; percentage with third class: 1929, 2%; 1930, 1%; 1931, nil.

"It will be seen that the third class teacher has disappeared, while the first class teachers have increased from 32.5% to 40%, and that those with second class certificates have decreased from 65.5% to 60%.

"While arithmetic, literature, spelling, history and geography are in cost cases taught with considerable success, oral reading, composition and grammar do not appear to receive the attention they should. A very limited number of teachers make much effort to have pupils read with expression, and consequently, oral reading in most cases fails to achieve the purpose for which it is intended. There are, however, exceptions, and some teachers, principally in the graded town schools, are getting splendid results in this particular. I have endeavored, during the past year, to keep a closer check on the subject of oral reading, in the hope that still further improvement may be achieved.

"Continuity of service is another feature that has resulted directly from the teacher surplus, although the new agreement contributes largely to curtail the frequent changing of teachers. As far as I am aware, in only one district was there a change of teachers at the end of the year 1931, and at the end of the last June term, the changes were not nearly so frequent as in former years."

INSPECTOR J. A. MacGREGOR, B.A., Calgary Rural.

"During the year 1930 slightly more than 17% of the teachers in this inspectorate had less than one year of experience. In the year 1931 the number of teachers with less than one year dropped to less than 10%. The number of teachers with first class certificates for the year 1931 was 25%, which was about the same as in the previous year,

but the number of teachers with permanent certificates was considerably higher.

"Teachers' salaries in this inspectorate have been steadily dropping for the past two years. In 1929 only one school paid less than \$1,000.00 per annum. During the fall term of 1930 a large number of boards engaged teachers at a salary of \$840.00 per annum. At the present time very few rural schools are paying more than \$840.00 per annum. In fifteen rural districts the financial situation is such that I have recommended that teachers be engaged at salaries ranging from \$500.00 to \$750.00 per annum."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"Reading and arithmetic receive the most extensive and thorough treatment. It is in the teaching of reading that the greatest progress is apparent. Recently trained and observant teachers are well acquainted with good materials, rate standards, and devices to mould good reading habits, and are putting their knowledge to good purpose. It is to be regretted that with the wealth of good supplementary reading material available, the library of the rural school is so poorly equipped with up-to-date supplementary readers.

"In the intermediate grades instruction in history and citizenship is productive of good pupil response and appreciation, but in the senior elementary and the secondary grades neither instruction nor tests have merited high rewards. Broader reading upon the part of the teacher in lesson preparation would inspire greater pupil interest and better resultant recall.

"The quality of instruction in grammar is not such would develop any degree of accuracy or transfer to the spoken and written language. It is seldom that good percentages are obtained even upon the submission of the simplest exercises. Nor is this weakness confined to the senior elementary grades; it is equally pronounced in the secondary grade work.

"Some good work was observed in both music and physical training, but too often these subjects are omitted from the daily programme.

"The teachers were graded as follows: Excellent 4, or 1.91%; very good 70, or 33.49%; good 98, or 45.45%; fairly good 38, or 18.18%; fair 1, or .5%.

"Twelve per cent. of the teachers were recent graduates of Normal schools in comparison with 21% in 1930 and 40% in 1929."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Notwithstanding the financial stress, the quality of the instruction in the schools does not seem to suffer. On the contrary, it seems to improve. As a rule, the teachers are well qualified and devote their efforts conscientiously to the performance of their duties. Owing to the over-supply of teachers and the consequent difficulty of getting another school, very few changes have taken place, and the beneficial influence of the teacher remaining longer than a term or a year in the same school is quite evident."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"But few of the teachers have taken Summer School courses or in any manner have attempted to improve their standing. The older teachers are somewhat complacent, and seem to feel but little the necessity of further study. My objective has been to direct attention to the facilities provided both by the summer schools and the University of this Province, and to urge teachers, each according to the need, toward the taking of additional courses and refreshers at periods of every two years at least.

"Prepared materials from outside sources are used without discretion by many of the teachers. I have found instances where teachers were giving little better than a supervised correspondence course, with these as a basis. These materials are of value to the busy teacher, but when used from year to year, at the exclusion of the course of studies, and without careful preparation, there can be but little growth, and the result must eventually mean stagnation.

"I find most of the teachers well prepared to effectively teach primary work. The exception seems to be men teachers, who either through indifference or lack of interest, put to very little use the methods learned at Normal schools. The resultant effect is that most of the seat work is of a type 'just to keep them busy,' and in many cases such busy work is not only of little educational value, but positively harmful.

"The least taught subjects are music, art and hygiene. The splendid work done in these subjects by the few points to the fact that much more can be done to place these on a reasonable footing with other subjects.

"The course in writing is not closely followed, and form is not sufficiently stressed after the first two grades. The deterioration which follows from Grade V onwards is much greater than the many investigations on the subject warrant.

"The grading of teachers for the term was as follows: Excellent 3, or 3.3%; very good 22, or 22.92%; good 55, or 57.29%; fairly good 16, or 16.66%."

INSPECTOR X. P. CRISPO, M.A., High River.

"It has been encouraging to find that the percentage of teachers with Grade XII training is increasing, and that an ever-growing number are availing themselves of the courses offered at summer schools. I have found many instances where teachers are writing off two or three Grade XII subjects each year. Many who received second class training at Normal School and who failed to secure positions, have returned to high school with the intention of raising their qualifications.

"Where the rural boards have fallen behind in the payment of salaries, every possible device has been used to offset the inability to pay cash. Sometimes the teacher's relatives have been credited with payment of their taxes and that amount deducted from what was due the teacher. The same plan has been used for paying the teacher's board. Some teachers have secured groceries by giving the stores orders on the boards. I know of one instance where the teacher took part payment in live stock which had been given to the board in lieu of money.

"The present depression has certainly acted as a brake on the migration of teachers. Few are now so injudicious as to relinquish a position until another has been secured, and the result has been the fewest changes in personnel within my experience."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"Two hundred and eighteen inspections were made during the year, with gradings as follows: Excellent 19, or 8.71%; very good 48, or 22.01%; good 106, or 48.62%; fairly good 42, or 19.26%; fair 3, or 1.37%. The high percentage of 'excellent' and 'very good' gradings may be partly accounted for by the fact that in the city of Lethbridge 14 teachers were granted 'excellent' and 15 'very good'. The graded departments in this inspectorate number 140, while only 67 are ungraded. It is but natural that the graded schools attract the best type of teachers.

"The problem confronting teachers at present is the devising of ways and means of assimilating this mass of material which has been thrown at them and preparing it so as to be fit for presentation to their classes. In other words, we are concerned about the management and administration of the school by the teacher and her ability to direct the various activities of her grades and pupils. She has abundant material at her disposal, but we wish to ascertain whether she is securing a full day's programme from each one of her pupils, and if, after exacting supervision of these exercises, she has obtained a high and uniform standard of attainments from her class.

"The following devices are used by teachers in the preparation and measurement of their own work in the classroom:

"1. Many have adopted the 'Daily Plan Book,' two pages of which are allotted for each day's work. On the first page is outlined a summary of the recitations for each day, while the assignments for seat periods are mapped out on the opposite page. Teachers of rural schools use this method.

"2. In graded schools teachers have adopted the monthly outline of the course followed by city schools. To check the amount of work done in each room, principals of some of the town schools demand a weekly record of achievements from each teacher.

"3. The achievements of individual pupils are recorded in these books, and these are periodically submitted to the parents on special cards supplied by the trustees.

"These plans and outlines necessitate some extra labour for teachers, especially in writing the assignments for the grades on blackboards. Many are overcoming this difficulty by using the ketograph and carbon paper to reproduce the number of copies of certain exercises required for the day."

INSPECTOR O. WILLIAMS, B.A., Lethbridge.

"During the year 133 different teachers, outside the Medicine Hat schools, were inspected. The table shows the distribution among the different gradings: Excellent 2, or 1.5%; very good 23, or 17.29%; good 87, or 65.41%; fairly good 21, or 15.8%.

"Following the midsummer vacation, the salary question became serious. The funds were exhausted, and there seemed no way of replenishing the treasury. Many boards reduced the salary to the minimum, or very close to it. Other boards sought permission to reduce the salary below the minimum. In only one case, so far, was recommendation made that permission be given to reduce the salary below this point."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The following classification indicates, when compared with a similar grouping for 1930, that there has been less tendency for teachers with two or more years of experience to leave the teaching profession or to shift to the schools in the larger centres: In first year of teaching 40, or 26.66%; with one year of experience 24, or 16.00%; with two years of experience 22, or 14.66%; with experience from 2 to 25 years 64, or 42.66%.

"The instruction which is provided in arithmetic, in almost all cases, is followed by a satisfactory acquaintance on the part of the pupils with the mechanical processes and with the various types of problem-solving. This result is frequently obtained through devotion of time to this subject considerably in excess of the 225 minutes weekly recommended by the course of study. The best results in accuracy or rapid calculation are usually obtained where a short period is devoted to this work in a systematic way, daily or tri-weekly, at a time set apart entirely from the regular arithmetic lessons.

"In general, very good results follow close adherence to the Alberta course in writing in Grade I, II, V, VI, VII and VIII. In Grades III and IV there appears to be a difficulty in making the transition from the large letter forms practised in the first years at school, in which the ratio between the height of lower case and upper case letters is 1 to 2, to the standard form of script. There is no difficulty in this transition when properly lined paper is available to accomplish a gradual decrease in the size of the letters and to introduce the new ratio between lower, middle and upper case letters. However, there is usually difficulty in the schools of this inspectorate in securing provision of a supply of this specially lined paper, and the change in size and proportion has to be accomplished without this guidance.

"The attainment of the pupils in art varies from excellent, where the teacher has made a special study of the subject, to indifferent, where no definite effort is made to realize the possibilities of this course. Preparation of exhibits of art work for the school fairs has provided a valuable incentive in encouragement of painstaking work to produce a creditable finished product. Instruction in agriculture has improved since the new text-book has come into common use, though too often class-room work in this subject and in nature study consists of memorization of lists of facts and outlines, with insufficient correlation of class discussions with observation, project work, and practice. It is only occasionally

that I find any but the slightest attempt to provide instruction in music, though in the majority of rooms there is practice in group singing.

"The following is a classification of the gradings of reports made on inspections during the year: Excellent 4, or 2.46%; very good 22, or 13.58%; good 92, or 56.79% fairly good 44, or 27.16%.

"In general, the condition of the school buildings which are in use is good, and more than half of the buildings which are not in daily use for school purposes have been painted and placed in improved condition during the past three years. In the summer of 1931 more than 20 classrooms were renovated and improved, so that with improvements all school rooms except three which have been in use are in a condition which is either definitely good or satisfactory with regard to main essentials. Of these three, two are rooms in dwellings in use temporarily for school purposes, and the other is in a school unused for several years, and partly renovated for use in the fall of 1931."

INSPECTOR H. C. SWEET, B.A., Foremost.

C.—OPERATION OF SCHOOLS.

The annual period of operation has shown steady and consistent improvement in recent years, so that the ideal of full time operation, that is, for a period of ten months each year, is being more and more generally realized. During the past year all bodies and officials upon whom devolved the responsibility for collecting and expending funds for school purposes have experienced unusual difficulty in finding ways and means for continuous operation. Application of the provisions of the new Tax and Rates Collection Act has been a factor in successful financing, and school officials report that a praiseworthy spirit of co-operation is the rule rather than the exception as between school boards, municipalities and banking institutions. The equalization grant, which is related to ability to finance as represented by assessed valuation, has done a great deal to hasten full time operation of schools in struggling communities, and has brought about a minimum of eight months of operation in an ever-increasing percentage of school districts. Except in the extreme north of the province the summer school has almost disappeared, as has the "permit" teacher.

Special grants have been employed with good effect in having first school buildings erected by voluntary effort, and in encouraging and assisting boards in extending the period of operation. Loans have been necessary to ensure operation in many districts.

The effects of the economic depression upon operation of schools is discussed in many of the excerpts which follow:

"In considering the operation of the schools of the inspectorate the following classification of districts may be made: Village and town districts with graded rooms, 12; rural districts within the bounds of municipalities, 26; collecting rural districts, 71.

"All districts of the first two groups have operated in the regular way during 1931, and financing has been managed fairly successfully during this period. Considerable sums have been obtained through the banks in the two rural municipalities, but during the latter part of the year tax collections have been more successful than anticipated, and it is hoped that financing may be managed in the new year.

"Considering the third group of 71 collecting rural districts, it is found that 12 have not operated either through lack of a building or lack of funds once a building was provided. One district operated under

section 131. The periods of operation of the remaining 58 districts may be tabulated approximately as follows:

Period of Operation.	No. of Districts.
10 months	15
8 or 9 months	25
5, 6 or 7 months	12
4 months or less	6

"Of the 40 districts of the first two groups operating eight months or more, about one-third financed their schools, for the period attempted, with fair success and without special assistance in Government loans or grants; in two cases the success was occasioned by an arrangement whereby the teacher, a homesteader in the district, accepted work on his land in lieu of cash payments of salary, the ratepayers working out their taxes.

"The 12 districts which operated from five to seven months are weak districts in the new homesteading areas. In some, where the liabilities in notes are already too great, loans were either declined by the boards or not suggested to them. For a new district in which tax collections are low even under prosperous conditions, cannot afford to increase its liabilities in notes beyond a certain limit. In my opinion the solution of the problem of the weaker districts lies in the special grant rather than the Government loan.

"The districts of the fourth group had no housing accommodation for a school until late in the year."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"All districts having school accommodation operated during 1931 at least partially. Excluding those districts that have completed a first building during 1931, and consequently were not able to commence operation at the beginning of the year, 16 districts have had less than ten months' operation. The average operation in these districts is almost 80% of the possible—for the entire inspectorate it is 97%.

"Shortage of money has been the chief obstacle to continued operation in those districts where such has been partial. The unsuitability of the school plant to winter operation and the condition of roads in certain districts have cut into the school year."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"Following the assumption of tax collection in school districts by the municipalities the operation problems of those districts situated within municipal organizations were greatly alleviated. Requisition payments have been met promptly and there has been excellent co-operation on the part of the municipal authorities. Districts outside of municipalities have experienced greater difficulty. Of 41 districts in unorganized territory having buildings ready for conducting schools the record of operation was: 10 months, 19; 8 months, 17; less than 8 months, 5. Some difficulty is being experienced in getting new districts to operate chiefly through the failure of the people to respond sufficiently to get buildings erected by the voluntary labor system. During the year five districts operated for the first time. Four buildings were completed under the voluntary labor plan. There are 16 organized districts not yet operating a school, though in several of these building are partially completed, and operation during the early part of 1932 is anticipated.

"During the first part of the year a few special grants for operation were approved by the Minister. These enabled the districts to operate from eight to ten months. Five districts received a special grant of \$200 for building purposes.

"The recent influx of settlers into the inspectorate and consequent newness of many of the school districts, as well as the settling up of older ones, has produced a taxation problem. During the last year people of this type have been unable to procure seasonable employment as heretofore, and having little resources they have contributed almost nothing to school support. Their presence on the assessment rolls re-

duces the grants received by the districts. A few districts still have winter rather than summer vacation because of bad road conditions."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Operation of schools during the year was highly satisfactory, being as good as in 1930, in spite of the continued depression.

"All districts operated with the exception of seven new ones, where a school building had not yet been erected. Nowhere was the period of operation shortened; in fact, it was extended in five districts."

INSPECTOR J. L. GIBALT, B.A., St. Paul de Metis.

"All schools in the inspectorate with the exception of five re-opened during the month of January, and by February 9th every unit was in operation. This records a marked improvement over the preceding year when 14 schools had not re-opened by the end of January. The financial stringency had led to threatened curtailment of the terms of operation, but the transfer of the onus for providing the necessary funds from the local school boards to the municipalities in the organized areas, and the generous scale of equalization grants paid to the new and weak school districts in the local improvement districts, account for the extended periods of school instruction.

"No loans were advanced to any of the school districts in this division."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"All schools have been in operation for the full year from January to December. There are a few cases where rooms have been closed down—not always to the best educational interests, but financial interests demanded it.

"The main difficulty confronting collecting districts is that of tax collection. The municipalities are faced with the same problem. It is impossible to call on the municipalities unless they in turn can call on the banks. This power depends on the credit of the school district—i.e., its ability to pay taxes. In a great many cases the individual farmer takes his tax arrears lightly—a sort of sidelight on The Debt Adjustment Act."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"Notwithstanding the serious financial stringency nearly all schools in the inspectorate operated the full ten months. A small number of districts extended the winter holiday, but made up the loss of time by operating in July and August.

"I find, even in districts where financial difficulty is felt, a very much improved attitude towards full time operation of the schools.

"The special grant under Section 26a has been a great help to many struggling districts. A number of these in this inspectorate which were receiving generous grants from this source have had these grants very much reduced on account of the increases which have taken place in their assessed valuations. This will, I fear, seriously affect their ability to operate their schools."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"Slackness in trade and industry and low prices for country products have this year affected detrimentally the revenues of school boards. Arrears of taxes, which were considerable in good years, have this year become large, and those who should collect have, through sympathy, felt unwilling to force collections. Here lies the weakness of our system of financing; collection of a large percentage of taxes should, if not paid, be enforced yearly; the present situation is the best proof of this statement. Thanks to the efforts of the municipal councils and the advanced grants furnished by the Department of Education, practically all schools were enabled to carry on operation during 1931."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"As far as I have been able to ascertain the rural municipalities have discharged their obligations in the matter of meeting school requisitions for the year. It is too early yet for secretary-treasurers of rural municipalities to speak definitely as to prospects for the successful financing of schools in 1932. I have experienced great courtesy and a fine spirit of co-operation on the part of the several councils and secretary-treasurers in the different municipalities within this inspectorate, as they undertook to carry out their responsibilities in connection with their financing of schools in 1931.

"No special grants were required for the operation of schools during the year. The advance payments of school grants earned, monthly, was a source of great relief to many districts.

"In this inspectorate adverse crop conditions prevailed during the years 1928, 1929 and 1930, which impaired the ability of school districts to meet their obligations to such a degree that many would have been obliged to have closed their schools had not relief come to them through the application of The Tax and Rates Collection Act."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"All schools operated regularly throughout the year, and had from 180 to 200 teaching days. Five schools closed for all or a portion of the month of January, but this time was largely regained by a corresponding shortening of the summer vacation.

"Parents and all school officials are everywhere extremely desirous that schools be operated continuously throughout the year. One seldom indeed hears the remark that school time should be curtailed on account of expenses. There is everywhere a desire and interest for co-operation toward keeping the schools open, and only extreme financial conditions extended to the point where funds are unavailable will cause any schools to close. Teachers have frequently accepted reduction in salary voluntarily and do not press for payment of salary in full when due."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"The question of operating schools during the year 1931 has been a serious problem, and a large part of my time has been devoted to that end.

"One of the chief difficulties has been with schools that lie in parts of two or more municipalities. In such cases each municipality tries to throw the responsibility of operating the school on the other municipality. This has meant that every month I have had to visit several municipal secretaries in order to get funds for schools.

"One village district and two village districts for assessment purposes have had difficulty in financing, and assistance has been provided for them. I have at present applications for assistance from three more such districts."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"As 83% of the districts in the inspectorate are within municipal districts, it was necessary to keep in close touch with municipal officials. In general, I made it a point to familiarize myself with the financial status of all the districts within the inspectorate, that my recommendations and reports to your Department upon the financial affairs of school districts might be as accurate as possible.

"Those districts in which the official body are responsible for the tax collections within the district required special supervision, and where assistance was necessary to assure operation recommendations were forwarded to your Department in accordance with instructions received. In making my recommendations it was my aim to recommend just sufficient financial assistance to assure operation and at the same time leave the ratepayer alive to his tax-paying responsibilities within his limits.

"Joint operation was encouraged whenever any considerable saving could be effected. During the year the number of districts that took advantage of the provision in The School Act for joint operation varied from 20 to 25 districts. In the more unfortunate parts of the inspectorate there was a movement of the people to more northerly parts of the

Province. The number of districts that may be operated jointly therefore may be increased.

"The policy of arranged credits for school districts as inaugurated the latter part of 1931 will have the effect of keeping local administrative bodies in close touch with their obligations and will be conducive to prompt attention with a view to settlement with the return of better times.

"The policy of sending advanced grants to needy districts helped to encourage operation and to provide some monthly income for the teacher in charge."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Throughout the inspectorate both in the irrigated and in the drought area there is a very commendable spirit on the part of parents and trustees toward operation. It may be very definitely stated that there is a very general desire to provide the best possible opportunity for the education of the youth. In two or three instances special diplomacy was required in arranging or re-arranging agreements for joint-operation of districts, but, on the whole, from the viewpoint of a general desire for a yearly school, the matter of operation has given no trouble. As mentioned above the chief difficulty has been in connection with the financing.

"Upon reflection one realizes that the present trouble in financing would not have appeared in such a distressing form if a reasonable effort had been made in the good years to collect taxes. The 'laissez faire' method, now the custom, of accepting taxes if they are offered and making no effort to collect them if they are not offered, must cease if we are to have self-supporting schools. It would seem that those charged with the duty of collecting taxes must assume a different attitude toward collection when years are favorable. Likewise, it would appear that an entirely different attitude toward the payment of taxes must be created in the minds of those who should pay taxes. Many of the districts now seriously embarrassed would be in fair financial circumstances if three or four years ago a different and deliberate method of collecting school taxes had been adopted and followed up more or less vigorously each year. At present the school taxes are allowed to slide and the Government is asked to pay."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"But few loans were recommended during the spring term. More and more school boards are developing a distaste for running the district into debt. In my opinion, the present system of paying grants under Section 26" has a great deal to do with the development of self-reliance among the rural districts. The electors understand the need for education; they also realize that the districts in this area work under a handicap financially; they realize that no matter where a district is located, the actual and absolute cost of operating school is the same; the payment of grants under 26", that is, the payment of grants according to the assessed valuation of the district, is an attempt to solve the economic inequality existing throughout the school districts of the Province. I can only hope that present conditions will not check in any way the growth of this healthy spirit of self-support among the schools of this division."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

Period of Operation.	No. of Dists.	No. of Dists.
	1930	1931
10 months	86	87
9 months	11	10
8 months	9	10
7 months	2	3
5 months	2	1
4 months	1	5
Co-operated with other districts	32	26
Did not operate or co-operate on account of lack of pupils	9	9
Total districts	152	151

"No special grants were made to districts during the year. During the June term loans to assist operation of schools were made by the Department to seven districts, and toward the end of the year bank credits were arranged by the Department to assist five districts. These loans assisted very materially in keeping the schools in these districts open for the usual number of months. A number of repayments, much smaller of course on account of economic conditions prevailing, were made during the year to the Department on account of loans made to districts in previous years."

INSPECTOR H. C. SWEET, B.A., Foremost.

D.—ATTENDANCE.

One of the secondary duties of the school inspector is to take the final steps to insure attendance in rural schools. As the reports will show, there is a growing interest on the part of parents and increasing desire of both pupils and parents that regularity and punctuality of attendance should be as perfect as possible. The inspector is the attendance officer for the district and has power to prosecute offenders as a last resort. In few instances during the past year has this drastic step been found necessary.

There is, unfortunately, an increase in the number of needy cases where a shortage of suitable clothing was the primary cause of irregular attendance. The requirements of the harvest coupled with rigid economy in hiring help this year was another cause of non-attendance in the fall term; but as this is provided for under The Attendance Act it interfered to a very small extent with school operation, and children returned to school promptly at the expiration of the time limit.

Attendance percentages in rural schools are remarkably high, as is indicated in the following excerpts from inspectors' reports:

"Attendance cases have been dealt with chiefly by visitation of the parents to ascertain reasons for non-attendance and have resulted in greater care on their part to see that the children are at school. Active opposition is seldom met, there generally being indifference. The matter of insufficient clothing has become more acute during the present year, and in some cases where it has been quite evident that the children were not sufficiently clothed no action other than attempts to find clothing for them was taken. Prosecution was resorted to in only one case."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"In the seeding and harvest periods of farm work, the parents have had to draw on the services of the older boys and girls to assist in farming operations, which in better times would have been entrusted to hired men and women. A single prosecution to correct a contravention of The School Attendance Act was found necessary. The recalcitrant, a recent immigrant to Canada, persistently ignored warnings to have his child in regular attendance at the school, and when visited, assumed a defiant attitude and refused to comply with the requirements of the Act. The court action resulted in a conviction and a nominal fine, with the result that the pupil attended regularly during the fall term. For the extreme cold periods in the winter, insufficient clothing becomes a factor militating against the regular attendance of the poorer children in the community."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"The attendance varies little in regularity from time to time.

"Owing to the general financial depression and the feeling that hard

times prevailed and the apparent poverty and insufficient means to provide clothing, cases investigated were not brought to the prosecution stage."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Everywhere in the inspectorate one finds a crowded rural school. Some few exceptions exist in the southern Anglo-Saxon and Nordic nationalities. Two factors make for crowded conditions in the northern areas, viz., the large families of the Slavonic peoples, and secondly, the stringent times. It is very apparent that times of stress keep more pupils in school. The higher grades are no longer 'weeding out' places, but rather 'flocking in' places. The town of Vegreville has more pupils in Grade XII than in Grade IX. Teacher loads are therefore very heavy, the burden reflecting both on the efficiency of teacher and pupil. The 40-pupil room is usually filled to over-capacity, with the Grade IX wedging in also.

"Several warning notices were sent out to parents. Teachers often report children as excusable for lack of clothing or footwear. The department returns the forms to the teacher and classes these cases as inexcusable. The new graduate as well as a new inspector is not instructed as to the reasons for this and how it shall be remedied. Is there any definite arrangement whereby the poorly clad and poorly fed may be guaranteed the necessities of life from such organizations as the Red Cross, the Women's Institutes, the municipality, the Department of Neglected Children? If so, who shall make the complaint and request for assistance? If this aid may be guaranteed, then I agree that the absence is inexcusable."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"On investigating a number of cases where the younger children were kept out of school, I found that the parents could not supply the necessary clothing to keep the children comfortable.

"No prosecutions were undertaken, but a number of visits were made to the homes of non-attendants, and I am of the opinion that in most cases as much was accomplished as if the parent had been brought into court."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"There is an attitude displayed on the part of parents sympathetic to school attendance. This is due to a generally increasing appreciation of school privileges, and to the attempt that has been made to bring to the people the reasonable attitude displayed by the Department of Education as indicated in the School Attendance Act. For spring and fall work, probably a larger number than usual of the older pupils secured release from attendance at school for short periods. Invariably these probation periods were well observed, and pupils returned to school duty on time. The number of warning notices issued has decreased very substantially. All cases brought to my notice were investigated, but no prosecution proceedings were found to be necessary."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"In a great majority of cases the average attendance of most schools will reach or exceed the figure of 85%. However, in most schools there are children who have three or four miles to travel, and during the winter months it does happen quite frequently that the parents are unable to have the children attend for the required 85% of the month. Where a teacher is not fully cognizant of home conditions or does not consider distance, roads, weather, etc., such parents are sometimes placed in rather a serious predicament by having a warning notice served."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"I have found punctuality of attendance far from satisfactory. It is not that the teachers are careless in this matter: in many school districts parents openly and, in a few cases, rudely oppose the teacher's efforts to have the regulations of the Department on this matter duly respected. From what I can learn, only rarely are tardy pupils themselves to blame.

I may add that in all cases in which I have undertaken to assist the teacher in forcing the issue results have been very good: culpable parents who have not responded favorably to the teacher's remonstrances have promptly respected requirements imposed by inspectors. It would seem, therefore, that, as official attendance officer, I shall have to give a period of time to this exclusively until it becomes well understood throughout the whole inspectorate that pupils must attend school punctually.

"The regularity of attendance, while not as good as it should be in the majority of schools, is usually better than is punctuality. In about 15% of schools inspected I have marked regularity 'quite good'; in from 20% to 30%, 'good'; and in from 50% to 60%, 'fairly good'.

INSPECTOR W. E. HAY, B.Paed., Stettler.

"School attendance has been very good this year, and would average close to 90%. Some children stayed out for a time because they did not have warm clothing, but usually such cases were soon taken care of. It was necessary to prosecute only one parent under The School Attendance Act."

INSPECTOR W. E. FRAME, M.A., Coronation.

"Attendance in most schools have been unusually regular. The roads and weather have been favorable, and in many districts the demand for the older children to help with the farm work has diminished. This has been brought about largely by the use of combines, the light harvest, and in some cases by the decreased acreage sown.

"Almost no prosecutions have been necessary. In most cases non-attendance was due to the lack of clothing, and when this was supplied regular attendance was secured. In no instance where action seemed worth-while did visiting the parents fail to produce the desired results. The remaining cases were chronic ones where the parents are both penniless and shiftless, and prosecuting is out of the question."

INSPECTOR C. C. BREMNER, M.A., Macleod.

E.—ADVANCED INSTRUCTION.

Periods of depression result in increased attendance in the higher grades of our schools. Boys and girls over school age who would otherwise probably seek lucrative employment find it advantageous to spend their spare time in the school room; others who have left their school days behind return to make the most of their enforced leisure until good times come again. In rural areas children who would under more favorable economic conditions enrol in some town or city high school at a distance from home, find it expedient to continue their studies in the familiar surroundings of the district school. For these reasons, during the year 1931 there has been an increase in the number of one-room schools offering instruction in grades above the eighth. The quality of instruction in these schools, while not always of as high a standard as in schools devoted exclusively to high school units, is often remarkably effective.

Inspectors differ in opinion as to the efficacy of this instruction, but they are unanimous in believing that by this means hundreds of children are able to continue a more or less satisfactory type of education which would otherwise be denied them. Moreover, there are many children of tender years who are thus enabled to spend a few more months under parental auspices before proceeding to a distant urban centre.

This increased demand for high school facilities in the rural districts strengthens the claim of the rural high school for recogni-

tion. Sixteen of these are operating in the Province and the reports of their effectiveness are uniformly favorable.

The advanced work carried on in the senior rooms in towns, villages, and two-room rural schools, and in consolidated school districts, continues to be of a high order.

"In no case this year have I refused the authorization; for I have found that refusal would mean the denying of the education to the pupils. As a result the work is being undertaken in some schools where the enrolment is already working a heavy teaching burden. In such schools and a number of others, I have recommended the teaching of only four or five units on the assumption that a pupil who commences the work in the rural school will do well to complete three years' work in four actual years of attendance at school. If they cover Grade IX work and a small part of Grade X in two years, it is hoped that their ground-work will be good enough that, going to a graded school for the next two years, they may complete Grade IX successfully. Frequently in the rural school the teacher gives time to the advanced class after the regular hours and receives the Government grant for her extra work. Under this plan the pupils are thrown largely on their own resources during the regular school hours and sometimes they accomplish a fairly creditable progress. However, under the present plan of having no Departmental examinations for Grade IX, there is some reason to fear that the small town high schools receiving rural pupils in Grade X will show heavy failures in this grade and Grade XI."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"The number of two-room schools increased from 20 to 25. In 16 of these Grade IX was taught, in seven both Grade IX and X, and in one, Grade XI. The practice of giving instruction in the three high school grades in an organization of this type is not encouraged, as it is felt that the teacher cannot do justice to both the high school and public school grades.

"An attempt was made during the year to organize rural high school districts in four centres. In all but one of these the project had to be deferred because of economic conditions. In this one it is very probable that the organization will go through early in 1932."

INSPECTOR J. L. GIBAULT, B.A., St. Paul de Metis.

"Instruction in the first year of the high school course was authorized in 24 ungraded schools and in the second year in two similar units. Several applications for authorization to have the work of the first two years carried on simultaneously with the public school course under a single teacher were not granted. In so far as it is possible to do so, this extended service is limited to Grade IX, and in the second year pupils have been urged to attend a graded centre.

"The number of two-room schools increased to seventeen, and the regular work of Grades IX and X was taught in these centres. A few organizations may have attempted to teach Grade XI, but this extension of high school service under two teachers is not encouraged. With the enrolment of Grade I to X, the first five grades are placed in the junior department and the other five under the second teacher. On the other hand, if Grade XI is imposed on this organization, thereby necessitating guidance in at least 19 high school subjects, the principal is disposed to wish Grade VI on the junior teacher. In general practice, this grade offers the best contribution when it is included in the senior division of the school."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"Advanced instruction in ungraded schools showed an increase of 20 to 25 per cent. in the number of schools undertaking the work. This increase was due largely to the financial depression in that boards were anxious to avoid paying fees to outside districts and parents were unable to send their children away from home.

"Two-room schools generally undertake work up to the end of the third year, where pupils wish to continue for the third year. The success varied with the ability of the teacher in charge from poor to very good."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"There is a great demand for the work of Grade IX, often the work of Grade X, and there have been cases of requests for a few units in Grade XI. I fear greatly the outcome of liberality of authorization of high school work in the ungraded school. My endeavor has been to visit schools where authorization might be in doubt. Consideration was given to the following factors: Enrolment below Grade IX, number of grades lacking below Grade IX, the enrolment in IX, the class and experience of the teacher, the distance from a high school centre, the stringent times. The latter factor makes one a bit lenient. I regret very much the introduction of any secondary work. The ungraded school was never meant for this purpose. With the advent of dull times the slow pupils are cluttering up the schools, as is the case in our cities. Some of the brighter pupils never go beyond Grade IX, or at most Grade X. I consider that wherever the secondary work is tolerated it should not receive more than one half-hour of instruction daily, and the less of this in the regular line the better. In cases where the work of the high school section is of a high standard the primary grade work is usually below standard.

"As times improve and parents who plan to give their children a complete high school training at high school centres, can do so, I feel that the Grade IX work in the ungraded school should be completely abolished.

"There are cases where the chief interest is the receiving of the extra grant for this work.

"On the whole, the work in the two-room school is up to average."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"As the number of schools of two or more rooms is gradually increasing, thus forming centres at which high school work may be undertaken, an effort has been made to induce pupils desiring to continue their studies beyond Grade VIII to attend at those centres. The majority of our rural districts are located at no great distance from some one or other of these centres; and it is not imposing any unreasonable hardship on the pupils of such districts to require them to attend for high school work at the centres. Fortunately, all our graded schools have in their senior rooms teachers who are wide-awake, well informed, sincere and capable. This has made the problem easier; pupils who have been in attendance for high school work have done well; and, after returning to their home districts, have become, naturally though in a measure unconsciously, ardent advertisers of the merits of their schools and teachers. Thus, the senior room of the graded school, with its high school grades and its high school teacher, is coming more and more to be regarded as the proper and the best place for the pupils of the surrounding rural districts to obtain their high school education; and, as a consequence, the demand for this type of work in the ungraded school is gradually lessening."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The two-room school continues to do satisfactory work in offering advanced instruction to pupils. These pupils would in many cases be unable to go from home to get this instruction in the neighboring villages or in the cities. During the time they are in their own school they are under the direct supervision of their parents, which is a very desirable thing at the age at which most pupils are ready to take advanced work. Thirty-three two-room schools are at present giving advance instruction in this inspectorate to the following total of pupils: Grade IX, 112; Grade X, 66; Grade XI, 6.

"It must be admitted that the scarcity of scientific equipment and the limited time at the disposal of the teacher tends to make the advanced instruction in these schools rather too much of the book type. At the

same time, the teachers are doing the best they can under the conditions in which they have to work."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"There are 50 ungraded schools of the inspectorate attempting to provide instruction in one or more of the high school grades, as follows: 39 are providing for Grade IX, 4 are providing for Grades IX and X, 7 are providing for Grade X only.

"There are 21 two-room schools in the inspectorate. All are teaching one or more grades of high school subjects, as follows: 5 are teaching only Grade IX, 3 are teaching only Grade X, 10 are teaching only Grades IX and X, and 3 are teaching only Grades IX, X and XI.

"In these schools the teaching of the high school subjects is generally very well done. The teachers are interested in their work, and the pupils are generally interested and are developing habits of industry and self-reliance."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"Increased attendance in the senior grades has been one of the results of dull business conditions. Eighty classes in Grade VIII, 50 in Grade IX. and 8 in Grade X were taught in the 128 rural schools operating during 1931. Wherever successful work could reasonably be expected, considering the teacher's ability, the number of grades, and the average attendance of pupils at school, I granted authorization of work in high school grades. Conditions regarding the amount of time to be given this work by the teacher were always laid down, and I believe in most cases adhered to. Generally, I believe the elementary grades suffered little, and the results in the high school work were better than might be expected."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The ordinary tuition fee, or the increase in tuition fee, for high school services in regularly ordered high schools is quite beyond the reach of many parents during these depressed times. In addition to this hindrance, the immaturity of many of these pupils and the inability of parents to make proper provision for them away from home, all seriously react in urge for opportunity to undertake at least a measure of high school work in the home ungraded schools.

"In many cases the time limit for teachers to devote to this work out of the actual teaching time between 9:00 a.m. and 3:30 p.m. has been definitely placed at from 20 to 30 minutes a day. In addition to these restrictions the number of units to be taken has been definitely limited since efficiency for the pupils and security for the teachers should be a determining factor in this extraordinary service.

"I have been particularly interested in the attitude of the ungraded room teachers towards this relief work, and the earnest sympathetic effort they were making to do what they could to establish pupils in success in such high school work as they were able to attempt.

"There is a rural high school at Kingman in which four school districts have combined to make provision for high school service for the pupils of these districts, while each district is responsible individually for the operation of its rural school. Pupils of these districts in Grade VIII are accommodated in this school. With an enrolment of 30, there are over 20 pupils taking work in Grades IX-XI. Nearly all of these pupils are residents of the four districts. I estimate that not more than 10% of them would have found it possible in 1931 to have received high school privileges except in this school. I am impressed with the service a rural high school can give to a rural community."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"The numbers of ungraded schools attempting instruction in Grade IX and X for the June and December terms respectively of the year were as follows: June, Grade IX 54, No. of pupils 103; December, Grade IX 66,

No. of pupils 150; June, Grade X 10, No. of pupils 27; December, Grade X 12, No. of pupils 20.

"For the June term this represented 55% and for the December term 67% of all ungraded schools in this division. Included in the above figures are five ungraded schools which gave instruction in both Grades IX and X, but these schools in all cases had three or more of the public school grades not represented, a comparatively small enrolment with an experienced teacher in charge.

"The quality of high school instruction given in ungraded schools is on the whole only fairly satisfactory at the best. Regardless of how enthusiastic the pupils, parents and local school officials may be, the average ungraded school can devote but very little time to this advanced work. The pupils may secure a pass or promotion mark on the year's work, but the foundation in the work is usually weak, uncertain and disconnected. This work interferes with that of the lower grades too frequently. The main argument in defence for this work under present conditions lies in the fact that some children are retained in the school atmosphere and in touch with educational activities for another year, which results in some little benefit."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"In about 35% of the schools that I have visited I found a class in the first year of high school work; in about 25% classes in first year and second year work; in a few schools a class in second year work and none in first year work. My impression is, however, that many teachers trying to instruct pupils in first year work. I granted authorization in from 90 to 95% of cases, in secondary school grades in the one-room rural school are not competent to do so—at least, not as it should be done. Even the teachers holding a first class teacher's certificate do not, as a rule, have sufficient background of knowledge and appreciation to help students in the second year of high school work to an adequate comprehension of studies prescribed."

INSPECTOR W. E. HAY, B.A., Stettler.

"One of the drawbacks to rural Grade IX work is the lack of general science apparatus. I was able to overcome this to some extent through the hearty and enthusiastic co-operation of the school boards and science teachers in some of the larger centres. Arrangements were made whereby these teachers gave demonstrations of experiments in general science on certain Saturdays to Grade IX rural students. The latter and their teachers took full advantage of these demonstrations, and expressed great praise of the demonstrators. I hope to be able to repeat this practice in 1932."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Instruction in work above Grade VIII was given in about 75% of the ungraded schools. In the 68 ungraded schools inspected during the December term of 1931, there were 103 Grade IX, 30 Grade X, 2 Grade XI, and 2 Grade XII students. This was an average of two for the schools.

"In connection with this policy of permitting high school work to be taken, I have in mind the following considerations:

"(1) The pupils of this age should not be deprived of the opportunity of getting a higher education should they have the ambition to seek it.

"(2) It is much better for them to be at school than to be wandering around the country fitting themselves for relief work.

"(3) Parents have not the means to provide for their children at some town or city schools, nor has a district the funds to pay tuition fees.

"(4) It is very seldom that a teacher neglects the younger pupils for these higher grades. It is understood that these more advanced students will be required to do much for themselves.

"(5) A careful inspection of the classes of pupils' exercise books, etc., will determine if the younger pupils are neglected. Also parents will not be slow in complaining."

INSPECTOR W. J. McLEAN, B.A., Red Deer.

"Applications for authority to initiate instruction in the work of Grades IX and X in rural schools continue to increase; and, where too much work is not attempted, good results are being obtained. The new Normal School entrance requirements make it necessary to take a language in Grade X at least, which has complicated matters somewhat. Where pupils of adjoining districts were desirous of taking secondary work, an attempt has been made to bring them together in the school best suited for the purpose. The plan worked well in two cases this fall."

INSPECTOR W. E. FRAME, M.A., Coronation.

"An increased number of ungraded schools gave the work of Grade IX, and in two or three instances that of Grade X. The question of the wisdom of authorizing this work in many instances continues to be a vexing problem. In some cases good work is done, but in a great many instances the lower grades are simply robbed of the time used for this higher work. There are so many cases, however, where the boys and girls would otherwise receive nothing above the Grade VIII, that one finds it hard to refuse authorization.

"The two-roomed rural school is meeting the demands for the higher work much more effectively. There are two of these within the bounds of the inspectorate. These are the Hainstock No. 310, the Harmattan No. 784, and the Penhold No. 214. The first two give the work up to and including Grades IX and X, while the latter also attempts Grade XI. While the work in experimental science is weak in these schools, yet they are doing good work in meeting the demands for secondary training in those communities.

"The town and village schools are all reasonably well staffed, and with the exception of one they are providing the work in grade up to and including Grade XII."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"The number of ungraded schools in which work above that of Grade VIII is being taught is gradually increasing. There are rural districts where the teaching of the advanced work is taken as a matter of course, and causes no unrest in the district. In other cases, however, whether or not advanced instruction will be given is a source of dispute annually, and it frequently happens that one or other of the factions is disinclined to accept the inspector's ruling in the matter. It is gratifying to note that students who take some of their high school work in rural schools are usually able to hold their own, when they attend a town or city high school. In looking over the results in the Christmas examinations, on one of Calgary's large high schools, I find that the pupil who came second in one of the Grade XII classes took the other three grades in a rural high school, while the boy who was third, in the same class, also took the work of Grades IX and X in a one-room school. In this latter case a second room was opened in September, 1930, and he completed his Grade XI in the senior room. This is most creditable, and reflects credit on those who are ambitious enough to seek a secondary school education under conditions which are not, by any means, ideal.

"Consolidated Schools: There are two consolidated schools and four consolidated rural high schools in this inspectorate. In all of these work up to and including Grade XI is taught, and in some cases Grade XII is also undertaken. At the beginning of the fall term the second teacher was added to the staff of the Rockyford Rural High School. These consolidated schools are invariably doing a splendid type of work, and the results of candidates from these schools in the Departmental examinations compare very favorably with those in town and city high schools."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"The demand for advanced instruction in the ungraded school has increased with the stress of economic conditions. Authorization for advanced instruction has been granted to 56% of the ungraded schools in comparison with 42% in 1930. Tuition to one grade only was approved in 39 districts, while 20 districts offer tuition in the units of two grades. Only six districts offer tuition in Grade XI units. In no district has

authorization for the tuition of units in more than two grades been granted.

"I find many teachers who prefer to teach these pupils after school hours rather than deprive the smaller children of the time to which it appears they are entitled.

"With the exception of Literature and Algebra, gradings of lessons and tests results in the advanced work in the ungraded school are below average. In the graded two-room or village, consolidated or rural high school districts more adequate provision is made for this work. The teachers are better equipped through qualification and experience. The instruction, therefore, is much more satisfactory."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Advanced instruction in ungraded schools has increased materially. The contributing cause is chiefly financial, and pupils are obtaining in their own schools further education otherwise impossible.

"Teachers are taking on this extra work with willingness and show remarkable devotion and interest. Much of their own time is necessarily given to these grades, and on the whole very creditable work is being done.

"Units have been kept down to five, and in many cases fewer are taken.

"Applications for the teaching of Grade IX numbered 48, and that for Grade X 13, an increase over last year, chiefly in Grade X."

INSPECTOR X. P. CRISPO, M.A., High River.

"This year has brought an increased demand upon the rural schools for instruction in grades above the eighth. Fewer parents can afford to send the pupils to towns, and since the older boys and girls are unable to secure employment, they are remaining in school. At the present time approximately 60% of my ungraded schools are providing for one or two high school grades. A few, where the enrolment is very small, are carrying some or all Grade XI subjects.

"To mitigate as much as possible the evil of having a high school grade present, the teacher is instructed in every instance to make adequate provision each day for the elementary pupils before the high school grades are given any attention. Usually the teacher gives them classes after the public school pupils are dismissed."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"Many of the ungraded schools which are providing these facilities for students are close to urban and village centres. Under ordinary circumstances parents of the pupils attending such schools would prefer the service given their children in the nearest graded schools. In these ungraded schools teaching of high school units is somewhat spasmodic, depending largely on the teacher's preference. In subjects like Mathematics and science the time table is cluttered with long 90-minute periods for each unit. Sometimes most of the work is left to the initiative of the student, occasionally directed by the teacher, but oftener he is guided by the numerous 'Aids' and 'Helps' which were originally planned for the use of the teachers in such schools. I have come to the conclusion that the Grade IX work attempted in rural schools is unbalanced in the allotment of time per unit, with the result that the students' achievements at the end of the year are disproportionate and not what we should expect after a year's work in this grade. Occasionally, when the teacher has strong administrative ability, we do find the day's programme planned so as to make due provision for all of the units taken by the students attending.

"In the 11 schools where Grade X units are being taken the students are really completing Grade IX with two or three Grade X units in addition—another proof of the inadequate training secured in the ungraded schools."

"An attempt is being made this year to secure a fairly high and uniform standard in these schools. The teachers are being requested to arrange themselves into groups for the reading of all papers not read by Departmental officials. These groups will meet at convenient centres and the teachers participating will follow the plans adopted at the mid-summer examinations set by the Department.

"Many of the teachers approached are eager to follow this plan. They realize that it will provide them with a good standard for their own work. Besides many of them are glad to be relieved of the petty annoyances common in rural schools when it is necessary to promote undeserving students.

"The most noticeable feature in the city and town schools is the increase in the number of Grade XII students. Teachers failing to secure schools are availing themselves of the opportunity to improve their academic standing. In times of stress when profitable employment is limited, it is but natural that students remain in school.

"The feeling is prevalent in some centres that the academic side of the high school course has been over-emphasized, and there is a gradual drift to the development of the manual and technical training.

"The trustees of the Coaldale S.D. Consolidated No. 9 have started a course in Motor Mechanics for the high school boys desiring such training. They were fortunate in securing as one of their van drivers a very efficient mechanic, whose services are used in the shop during the day time. A course in Household Science has been provided for the girls, while Woodworth is being taught the boys of the senior public school.

"The Retlaw Consolidated School is considering adopting the same plan for the winter months.

"With the professions overcrowded, I believe that parents will demand this type of training from the schools, and if we are to heed the warnings of the last two years we should act wisely in directing the trend of school service for the next few years."

INSPECTOR O. WILLIAMS, B.B.A., Lethbridge.

F.—OFFICIAL TRUSTEESHIPS.

In certain parts of the Province it is still a problem to find ratepayers who have the necessary qualifications to act as trustees. This situation presents itself in the drought-affected areas in the south and in the newly-settled parts of the north. As a rule the school inspector has to add the duty of official trustee to his already burdensome routine. The following extracts indicate the nature of the work involved:

"These are now seven in number and are being administered in this way for a variety of reasons. One district operates jointly with another having few ratepayers or children. One finds it impossible to keep a school board because of district factions. One district has been non-operative for some years, but school has been opened for the fall term. It may be turned over to an elected board shortly. One operating New Canadian district is being administered until there are sufficient capable British subjects. Because of financial difficulties brought about by an incapable board, another has been taken over for administration by the Department through an official trustee. Two new districts are unable to form boards due to the absence of sufficient British subjects. Wherever possible, official trusteeships will be discontinued as the detail work in connection with their operation requires a great deal of time and travelling which is quite unnecessary, and should be done by a local board. Where schools are being operated, the period of school operation is much more regular under an official trustee."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Primrose S.D. No. 1560 was the only district coming under the official trusteeship. This is sound indication of smoothness of operation and of the ability of districts to manage their own affairs."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"During the year three districts that have been under official trusteeships have returned to local control. These are Knowledge View, Northville, and Big Eddy. This reduces the number of official trusteeships in the inspectorate from 22 to 19. One district, Entrance, was placed during the year under the Educational Tax Act."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"I am official trustee of only two districts: one of them give me no serious trouble. I attempted to elect a board in this district last year, but the ratepayers at the annual meeting almost unanimously strongly opposed the taking over of their own business, and I am still carrying on."

"My other trusteeship has caused me considerable worry on account of the difficulty in financing. I was compelled to close the school at the end of June, and have not yet been able to open it."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"Stratford School District No. 3157 is still retained as an official trusteeship, but requires very little attention now. This fall it was found necessary to take the control of Upland School District out of the hands of the ratepayers. The overdue debentures have been refunded, and already some progress has been made in putting the affairs of the district in order."

INSPECTOR W. E. FRAME, M.A., Coronation.

"A deferred annual meeting was held in the James River district, but owing to the smooth and efficient way the district was operating the ratepayers voted to continue under an official trustee. Practically no special time was spent in managing the district's affairs due to the work of a very efficient secretary."

"In the case of the Calder district, however, a very considerable amount of time was spent in trying to straighten out the now famous tangle. At present, though, the new school is nearly complete, and I hope to hand over the affairs of the district to a regularly elected board."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"There are twelve school districts for the administration of which I am held responsible as official trustee."

"In one district the school is operated. In eight others provision is made to send the children to neighboring districts under provision of The School Act for joint operation. In three districts there are no resident children of school age."

"All school children in these districts received the opportunity of education during the year."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"During the year no unusual difficulties arose in connection with my official trusteeships. While considerable time was required in connection with their administration the work was of rather a routine than a troublesome nature. At present there are twenty official trusteeships in this inspectorate, of which 10 are active and 10 more or less quiescent."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"Most of the schools under this head are located in the Hutterite Colonies. The resident inspector is appointed official trustee of these schools, not because of any financial difficulties, usually leading to such appointments, but rather due to the reluctance of the Hutterite Brethren to exercise their privileges as British subjects."

"At present 17 colonies are located in Alberta—eight of them being in the Lethbridge inspectorate. I believe that three more are in process of formation, two of these will be offshoots of existing colonies. The other will be a branch of one of the Dakota colonies.

"During the last few years a few privileges considered innovations in most cases of official trusteeships have been accorded these colonies. Heads of the colonies are usually consulted, and requested to express their approval when new teachers are appointed at these schools. In this way we are endeavoring to lead them to voice their opinions and thereby exercise their rights as citizens.

"It is customary, too, to submit to each colony leader, a week or so before the annual meeting, a copy of the financial statement of the district. This is done to encourage free discussion at the annual meeting. By doing so we have won their confidence in the matter of managing their schools.

"We have always endeavored to supply colony schools with capable and efficient teachers. Ten years of such service are already showing results. The boys and girls of the colony schools have acquired a fair degree of competency in the English subjects. In the more advanced colonies it is not uncommon to see the children participate in games common to all schools."

INSPECTOR O. WILLIAMS, B.A., Lethbridge.

"The work arising out of official trusteeships seems never to grow less. It is probable that the electors of two districts, now under my administration, may be induced to take over their districts in the beginning of the year. However, electors are more than willing to have the affairs of the district carried on by an official trustee, and it requires considerable persuasion to get a board elected. Fortunately I have been able to get able men to act as secretaries, and thus relieve me of considerable routine labor."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"At the first of the year there were 21 official trusteeships in the inspectorate; election of two boards of trustees was affected in the first part of the year and one of the districts was disorganized, but during the year I was appointed official trustee of two more districts in this inspectorate and of one district adjacent to it, so that the total at the end of the year remains at 21. In view of the fact that under the new School Act it is not compulsory that electors and trustees be ratepayers, but merely residents in the districts for a year or more previous to elections (as well as British subjects), I hope to have several boards of trustees elected in districts of which I am now official trustee during the first months of 1932. The most frequent reason for these districts being official trusteeships has been lack of qualified persons to act as trustees.

"Twenty annual meetings of ratepayers were held in these districts in the first part of the year, and two special meetings of ratepayers. I attended 19 of these meetings, and also held three courts of revision of assessment in three of the consolidated districts. The other annual meetings were conducted by the secretaries of the districts. In the districts of which I have been official trustee and in which the schools have been open, operation of the schools has been for the normal number of months without recourse to the Department for financial assistance."

INSPECTOR H. C. SWEET, B.A., Foremost.

G.—SCHOOL FAIRS, MUSICAL FESTIVALS.

School fairs in Alberta are held under the joint auspices of the Provincial Departments of Agriculture and Education, with the co-operation of local committees. Judging of school work is in charge of the school inspectors, while members of the staffs of the Provincial Schools of Agriculture are responsible for the judging of garden products, livestock, grains, cooking, and sewing. Much

interest in the work of the schools is stimulated by these enterprises, and in some centres the annual school fair is the event of the year. Besides the exhibits there is frequently a programme of sports, school parades, and indoor contests in music and public speaking. The quality of the exhibits at these fairs is steadily improving, and it is gratifying to note that economic stress the past year has not to any appreciable extent affected the success of the gatherings.

In some inspectorates musical and oratorical festivals are sponsored over a period of years. Reports on these indicate that they are extremely well patronized, and their fame is extending beyond the bounds of the inspectorate.

Fall conventions of teachers were not held this year. A few inspectorates held local trustees' conventions:

"School fairs were held at the following centres: Grande Prairie, Beaverlodge, Sexsmith, Rio Grande, Valhalla, Spirit River. The number is one less than obtained last year. In 1930 Wembley was also entered.

"The fairs were successfully handled, although the quantity of exhibits was not large and weather conditions were not favorable. The school fair movement I believe to be thoroughly good, and it continues to receive quite an encouraging amount of public support."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"The seventh annual musical festival of the North Country was held in the town of Peace River on October 22 and 23. Formerly this festival was held at Peace River and Grande Prairie on alternate years. However, following the festival in May, 1930, it was decided that the north and south sides of the Peace should sever connections and hold festivals within areas bounded by the two inspectorates. Thus this year the Peace River festival drew upon a smaller number of centres, all of which were closer together, and I believe the results were relatively more satisfactory to both those who wished to compete and those charged with the management of the programme and the accommodation of visitors.

"There was keen interest and, in all, 137 entries. The general result was gratifying despite some doubt as to the possible success under prevailing conditions. The management has reported a cash balance with all accounts settled."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Six school fairs were held during the year. All were well attended, and there was keen competition in all classes. Each local committee had arrangements well in hand, and provided a good programme of athletic competitions, which was partially run off during the judging of class-room work.

"Mannville held their oratorical contests, physical drill competitions and school musical festival in the first half of the year. This part of their work was highly successful.

"During the year two conventions were held by the Vermilion Inspectorate Trustees' Association, one in January and one in November. About 75 delegates were in attendance at the January convention, while the November attendance was not so large. The main problem discussed was the financing of the schools, and much valuable mutual assistance was given."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Many teachers unfortunately ruin the September program by devoting the the whole month to school fair work. The result of this is that when the rooms are inspected in October little scope has been covered. This I consider disastrous and contrary to the principles set forth in the School Fair Bulletin. The work should be prepared, not in one month, but

through the whole ten months. This should be the case whether a teacher plans to be at the school in the fall or not. All teachers should have the pupils carry out a number of projects, booklets, collections, art work, penmanship, and map work. This will indicate her own ability to interest the pupils in school work, and will furnish matter for exhibition at the fall fair.

"The fair at Vegreville was held in the Arena and, with its entries totalling upwards of 3,000, reminded one of the county farmer fairs of the eastern provinces. The standard of work in the foreign schools is especially high in art, penmanship and geography—the manual or creative work. The English-speaking communities maintain the lead in composition.

"The time devoted to school fair work robs an inspector of time which he might devote to his regular duties. The result is that he will have to travel a week later on his distant points in the late fall. Five days were devoted to fair work within this inspectorate and six days outside the inspectorate.

"Many districts had to forego entering the fairs due to financial stress. Needless to say, this results in disappointment to many enthusiastic pupils.

"Teachers' Institutes: The Vegreville teachers have organized themselves into a club, whose aims and objects are mainly social, with contributions of professional and academic matter. Meetings are held three times a year—twice in the fall and once in the spring. The essential part of the gathering is the banquet and dance, preceded by a business meeting, and also an enlightening and entertaining programme pertinent to their work.

"The advantage of such assemblages is that it gives an inspector an opportunity of giving the teachers detailed suggestions of materials and methods which would take too long at the time of a brief post-inspection conference."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"Four very successful school fairs were held in this inspectorate this year, at Ardrossan, Mundare, Smoky Lake and Waskatenau. Much interest was shown by the pupils, teachers and parents. These fairs continue to do a very useful work in arousing interest in school work and in agricultural work. They bring together pupils, teachers and parents so that they may form a clearer idea as to what is being done in other schools working under very similar conditions.

"School Festival.—A newly organized school festival was held in Lamont on May 22, 1931. Over 500 pupils from outside of Lamont were present and took part. Entries were received from 26 villages and 27 rural school rooms. The competitions were well contested, and the contestants were complimented on the excellent showing they made at their first festival. The 1932 festival is expected to be of even better quality than that of this year."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"Millet school fair of 1931 surpassed all previous efforts along this line in that centre. All Departments were well represented and arranged, the patrons were interested, and the exhibits were excellent. Leduc had to combat the effects, physical and mental, of hailstorms in the surrounding school districts, but they stood up to it well, and a good fair was held. The Valley View Fair was a first effort in a rural community. It suffered something from lack of co-operation among the school districts, but there was a considerable amount of good work shown, and a beginning has been made.

"With the co-operation of the judges from the School of Agriculture I had the points won by the schools exhibiting at the fairs published in the local papers. This gives each district an opportunity to know its strong and its weak classes, and as these were drawn to their attention in the fall term, they have an opportunity to do better in future.

"Probably the largest and most successful project carried through during the year by the schools of this inspectorate was its first School Musical Festival. Some 600 children from 26 schools participated en-

thusiastically, and competitions were keen, and were a source of delight to those interested in the teaching of music, reading and dramatization.

"Valuable assistance was rendered by Madame J. J. Duggan, Dr. D. J. Dickie, and Mr. and Mrs. Wilfred Wees as adjudicators, and at the evening entertainment Premier Brownlee presented the prizes and spoke words of encouragement to the winners."

INSPECTOR J. SCOFFIELD, B.A., Wetaskiwin.

"There were four school fairs held in this inspectorate in 1931, at Hay Lake, Camrose, Wavy Lake and Tofield centres. The number of school districts competing in each centre varied from four to 13. As is customary, the number of exhibits varied because of local conditions. There was improvement in exhibits both as regards volume and quality over those of 1930. The school work particularly was very creditable, and pointed increased interest and teacher direction in this project. The exhibition of stock and poultry at each fair centre was the largest and best I have observed at these fairs since their introduction.

"The second annual school festival of the Camrose inspectorate was held on May 23rd. This festival is distinctly a project of the teachers and school boards of the inspectorate. All awards, medals and cups offered for competition are provided by the school board and teacher organizations within this division. Some 800 pupils were present and participated in the festival. The number of entries showed increase over that of the preceding year. The adjudicators expressed themselves in very appreciative terms as they reviewed the several events following their official decisions. The interest shown by teachers and parents in the several districts which provided competition in the various events was very enthusiastic. Pupils competing showed definitely improved form which gained for them special commendation from the adjudicators."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"There were 10 school fairs held last fall. This is the greatest number there has been. The same enthusiasm was shown as in other years.

"I have heard that finances would not permit a continuance of these fairs, and in some instances a school has dropped out. I am, however, not expecting any great departure from the general trend."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"School fairs were held during the month of September at Strathmore, Carseland, Langdon, Shepard, Forest Lawn, Cochrane, De Winton and Red Deer Lake. About one-third of the districts of the inspectorate are included in these organizations. I am convinced of the educational value of these fairs, and I would like to see every district in the inspectorate included in a school fair unit."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"Two very successful school fairs were held in this inspectorate during the year, one at Hanna, the other at Springwater. Early in the year the committees in charge were doubtful as to the advisability of holding the fairs this year. Meetings were therefore called to ascertain the attitude of the schools concerned. At these meetings it was the unanimous opinion that the fairs should be carried on this year. Both of these fairs justified the decision in every way. There were large numbers of entries in every class open for competition, and all entry fees were paid.

"The Hanna Trustees' Association held their annual convention at Hanna in November. A fairly large number of delegates were present, and a very interesting program was carried out. The gathering largely contained itself to matters pertaining to schools and the work of the trustees. Many matters of special interest were discussed, and Mr. McNally gave a very fine talk on the duties of a trustee."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"In the month of September fine school fairs were held in Gem, Travers, Standard, Chancellor, Gleichen and Milo. The usual fairs at Brooks and Hussar were deferred for the year. While the number of exhibits was not so large as in former years, the quality of the work in competition was of a higher order than usual. From the viewpoint of the social and educational influence of the school fair, it may be considered a very important part of the provincial educational system and worthy of special encouragement."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"Seven very successful school fairs were held in this inspectorate this year.

"At Claresholm, Milo and Arrowwood two-day fairs were held. The arrangement is a very good one, as it permits the judges to have all in readiness by the afternoon of the first day, enabling those interested to inspect with care the exhibits. The second day is usually taken up with sports, physical training, dramatics, and public speaking. The pupils heartily participate in the latter, and this feature alone would make the fair worth-while, bringing, as it does, a social training from which the rural school population especially derives much benefit.

"Of the prizes distributed to the pupils none are more appreciated than the volumes donated by the Department of Education. Pupils and parents have repeatedly mentioned these as being especially worth-while."

INSPECTOR X. P. CRISPO, M.A., High River.

"The usual number of school fairs was held and they took place at the same centres as in 1930. The number and quality of exhibits was quite up to the standard of former years. Many of the parents, owing to the early harvest, were better able to attend and display their interest in all phases of school fair work. I felt, as I examined the exhibits and talked with the people, that these fairs are fulfilling satisfactorily the purpose for which they were designed."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"Six school fair centres are functioning in this division, viz., Magrath, Raymond, Coaldale, Barnwell, Iron Springs and Retlaw. These centres receive the support of practically all the school districts in the southern and eastern portions of this inspectorate. In addition several districts at the extreme south participate in fairs sponsored by the Foremost and Macleod inspectorates, i.e., New Dayton, Stirling and Spring Coulee.

"After being dormant for a few years the annual musical festival was revived in Lethbridge two years ago. The first year school officials of the city sponsored the movement, and naturally the contests, in the majority of classes, were confined to pupils of the city schools. In the following year the executive of the old district festival took charge, and contests for school children again assumed secondary position on the programme. By doing so the committee was merely following the practice of the provincial executive.

"In conformity with the wishes of the Minister of Education, the Festival Association has this year extended its sphere of activities so as to serve all the schools of the inspectorate. The type of programme used by the centres in the inspectorates adjoining Edmonton has been adapted for the school competitions. The adult section of the programme remains unchanged, and this year will occupy the second and third days of the festival period.

"All the school contests will be held on the first day so as to make it convenient for contestants from rural points to enter as many of the competitions as they wish; then travelling facilities must also be considered in planning these contests for children who come from a distance.

"All the contests in music have been arranged in three divisions, as follows: (1) town schools, (2) rural schools, (3) city schools. In planning it so, the committee had in mind the special training secured by city pupils from highly qualified music teachers, which would discourage many contestants from the smaller school centres. Competing in their divisions,

those lacking expert training will receive helpful advice from competent adjudicators. In this manner the Festival Association is endeavouring to discover talent in this field and, wherever possible, encourage its development."

INSPECTOR O. WILLIAMS, B.A., Lethbridge.

"For the second time a very successful fair was held at Hilda. The exhibits, both in quality and quantity, indicated the great progress made by the pupils in this locality, as well as the great interest taken by the parents and by the school boards. The various schools entered in almost all the competitions listed, and the high standard reached speaks well for the teachers in the schools. The officials of the seed fair at Blindless added school artwork to the prize list this year; I had the honor to act as judge, and found the exhibit very good. I also assisted Inspectors Boyce and Sweet with fairs in their inspectorates. I feel convinced, after judging and visiting with the children and their parents, that the school fair serves a very important function in the school activities."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"In the month of September 14 school fairs were held at Manyberries, Etzikom, Foremost, Wrantham, Coutts, Milk River, Allerston, Warner, New Dayton, Stirling, Purple Springs, Bow Island, Grassy Lake and Whitla. The Grassy Lake and Whitla fairs had been organized during the preceding school year, while fairs had been held at the other centres in previous years. For the purpose of judging the exhibits of class-room work, I attended ten of these fairs, and also the fairs at Coaldale and Barnwell in the Lethbridge inspectorate.

"A remarkable and increasing interest in school fair work was evident on the part of children, parents and teachers. For several years the quality and quantity of the exhibits has shown steady improvement; at all of the fairs the character of the exhibits in agricultural, domestic, art, and manual training classes was very satisfactory. The numbers of exhibits were larger than formerly, the totals at Bow Island and Foremost being over one thousand in each case. The fairs were largely attended. At five of the fairs contests in physical training and singing were held, and at four contests in public speaking."

INSPECTOR H. C. SWEET, B.A., Foremost.

H.—EVIDENCES OF PROGRESS, AND PROSPECTS FOR 1932.

There are certain particulars in which substantial progress was in evidence, even in the face of the difficult conditions which prevailed throughout the year 1931. Briefly these are:

- (1) A general tendency to extend the period of operation.
- (2) An improved percentage of attendance.
- (3) An increased demand everywhere for advanced instruction.
- (4) A distinct improvement in the quality of the instruction afforded. 2
- (5) Better teaching conditions and more permanency in the teaching force.
- (6) Greater emphasis upon health and physical well-being of children.

These features, together with prospects for the coming year, are discussed in the following excerpts:

"Many miles of roads have been constructed in 1931, and homesteaders are being provided with good market roads connecting them with the main highways. Thus one line of development has not only continued, but increased during the period of depression. The road building programme has given some relief to homesteaders in need of employment to

finance themselves, and at the same time it makes for development and expansion in the coming year.

"For the most part tax payments during the late months of 1931 were higher than in the same period of 1930, and there seems every indication that the sums received in 1932 will be greater even if no great increase in the price of grain results. Farmers have conducted their business by the most economical methods this year, and they have turned to the marketing of their grain rather than hold it, as was the custom a year ago. Thus, relatively, there are more funds for the payment of taxes, and the outlook is not without hope."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Ten new schools have been placed in operation during 1931, three more have been built and are ready for occupation in the New Year, four at present are under construction. It may, therefore, be seen that the reach of education has been extended. The majority of these new schools are well filled, some to overflowing. Volin No. 4461, opened in September, has nearly 60 pupils enrolled.

"The outlook for 1932 is not altogether dismal. Districts are operating, generally, with expenses considerably reduced, and are learning economy. The collection of taxes has not in every instance been disappointing—in certain cases the results have been distinctly encouraging. Nevertheless, there are districts rather badly in debt, and care must be taken that they do not become too involved.

"A large number of schools will operate for part of the year only than operated in this way during 1931. Each district should, however, be able to arrange for partial operation at least, and many will have less difficulty in continuing during the coming year than during that just passed.

"We believe in the north that better conditions will prevail in 1932."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"Five new school buildings were used for the first time in 1931. One district increased its plant from one to two rooms. Two new districts were organized. Five log buildings are under construction in new districts. Isolated communities are calling for school facilities regularly and are anxious to assume the burden of school taxes despite their present financial difficulties. No school district has been voted down during the year by the ratepayers at the time of its organization.

"There appears to be no reason why the situation in 1932 will not be met as resourcefully, and I anticipate there will not be a great deal of closing. There will be a few weak districts within municipalities which will be unable to draw as heavily by requisition in 1932 as in 1931, due to their tax collection record. In none of these should operation be reduced beyond eight months. At least eight districts should open new schools for the first time. Organizations will proceed as rapidly as in 1931. Seven cases are under consideration at the beginning of the year, and there are rumors of settlements with children in many other parts of the inspectorate."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Educational progress in this division during 1931, though not comparing with that of 1930, has been highly satisfactory in view of the financial crisis through which we are passing. Enrolment in the high school grades increased, five additions were made to the number of two-room schools, three new school fairs and two new school districts were organized, and all the departments were in operation.

"The outlook for 1932 is rather dark at the present time, everything depending upon the recovery of the market. However, it may be stated with a fair measure of security that the large majority of school districts will be able to carry on."

INSPECTOR J. L. GIBALT, B.A., St. Paul.

"The outlook for the successful financing of schools during 1932 is not very bright. Tax collecting bodies had pledged their full credit to

assure the necessary funds for operation during the year just ended, and relied on tax payments to wipe off these loans when they matured. The reports indicate that the revenue did not fully cover these obligations, so that school districts and municipal organizations will find their borrowing powers restricted through the loans carried over from last year. However, it is not probable that many schools will fail to open early in the next term, as the teachers will choose to accept reduced salaries rather than remain idle during the major portion of the June term, and the administrative bodies will strive to maintain regular instruction to complete the school year in so far as the pupils are concerned.

"Building operations will be seriously curtailed until better times are assured. New school districts will have to rely on temporary accommodation or again on voluntary contributions of labor and material to provide suitable class-room space for the school population."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"The outstanding evidence of progress in this division is the fact that all schools where the number of children justified it operated throughout the entire year. There are a sufficient number of qualified teachers to meet the demand, and several of the year's Normal graduates failed to secure schools. Notwithstanding the overplus of teachers, salaries are well above the minimum of the School Act.

"Compared with the general gloomy outlook owing to financial depression, the educational outlook for 1932 is encouraging. No board has signified serious intention of closing its school. During 1931 there was a general tightening of belts and a growing determination to keep going so that the outlook for 1932 is hopeful."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"The people approach 1932 with more confidence than was seen last year. While prices of produce have been low, the farmers have not been expecting large prices and have governed themselves accordingly. By careful retrenchments, savings have been made which have enabled the various districts to reduce their indebtedness as well as to reduce the rate of taxation. The collection of the taxes by the municipal districts has removed a great source of worry and trouble from the shoulders of the school boards. With not more than three exceptions, it is likely that all schools inside collecting municipalities will be able to operate for the full year.

"Three districts in areas outside of municipal districts are likely to have difficulty in finding the money with which to finance operation for the full year.

"One new district is likely to be organized this year.

"The quality of instruction has steadily improved, the grade of certificate held is higher, the pupils pursue their studies to a higher grade, the teachers' experience is on the average longer—these are some of the facts that help us to face the future with confidence that it will not bring difficulties beyond our power."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"In my opinion the best evidence of educational interest and a desire to make progress was the determined efforts to keep the schools in operation under very difficult financial conditions.

"The prospect for 1932 is not encouraging. It is true that the services of many good teachers may be secured at lower salaries than in previous recent years, but financial conditions have not yet shown much indication of improvement, and it is going to be extremely difficult for many of the weaker districts to find the funds to keep their schools in operation."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"Despite the fact that these are days of retrenchment, not expansion, this country is so wealthy in natural resources that our growth cannot be entirely retarded. During the last three years two-room schools have

increased 75% in this territory. Improved school attendance is a matter for congratulation, and the spirit among the teachers generally to render an improved public service is certain to yield valuable returns. Immediate prospects may not be rosy, but the majority have now time to consider the situation. They recognize the fact that they have been giving too much attention to material advancement, and neglecting to some extent education and other allied features of home life important to the happiness of themselves and their families. It will be a great boon to the schools if this stringency compels legislation to provide us with an efficient means of tax collection. The spirit of our people is such that few consider the present depression permanent, and with the gradual return of good times, growth educational and otherwise will be on a sounder basis."

INSPECTOR J. SCOFFIELD, B.A., Wetaskiwin.

"It would be extremely hazardous at the moment to venture a definite prediction for the coming year. Ratepayers, teachers and school officials are everywhere extremely desirous of maintaining full yearly operation of the schools. All are prepared to make sacrifices toward this end. If the somewhat general impression proves correct, and the depth of the present depression has been really passed, with a resulting improvement in the economic conditions about to occur, the schools in this division are assured of continuous operation. In fact, the improvement from the present condition would not necessarily need to be great or sudden, but if moderate and regular the schools will probably be able to operate. It will undoubtedly take two or three years under favorable conditions for the payment of present arrears in taxes, so as to secure a thoroughly sound financial standing in the case of most rural districts, but in the meantime they will be able to carry on providing improvement does occur shortly.

"On the other hand, there is a feeling that the limit of borrowing power of the municipalities has now been reached, or nearly so, in most cases, and unless some collection of arrears of taxes is shortly possible, it will be very difficult to secure the necessary funds locally. In fact, throughout the past year it has largely been a matter of the banks providing funds to meet the requisitions of the schools as they fell due, and no promise being given by the banks as to what would be the action taken when the next requisition fell due, three months distant. So far as is known at present, the municipalities have been able in all cases to borrow sufficient money to close the present year. Their officials have not as yet completed the financing for the coming year, nor approached the banks in this connection, and hence their probable reception is unknown. The collection of taxes during December did not reach the amount promised a few weeks earlier when prices of grain were improving.

"If the municipalities are unable to secure funds by borrowing, the closing of schools would appear to be certain unless outside agencies are able to finance operation to a very considerable extent. For some time past the schools have been financing very carefully, but it is the exceptional district that now possesses sufficient funds to assure operation for the complete June term and few perhaps for the major part of that term. We trust, however, that conditions will improve shortly, and that operation may be even easier than during the past year."

INSPECTOR L. GOOD, B.Sc., Wainwright.

"In this inspectorate the outlook for educational progress is good.

"Over a large area, probably from 60 to 70% of the total, the crops in 1931 were much better than they were in any year since 1927.

"It is true that in a large number of school districts the accumulation of arrears of school taxes has reached alarming proportions; but only in a few districts here and there is there a disposition on the part of ratepayers to repudiate responsibility for them. Some good scheme should be devised whereby those in arrears may undertake to pay in full a little at a time over a long period of time.

"There is in this inspectorate a vigorous local Trustees' Association, with a good executive committee, working enthusiastically for the main-

tenance of adequate educational facilities throughout the inspectorate. I have yet to find a district in which there is any considerable apathy regarding educational advantages for the children.

"As I see it, there is a bright prospect for still greater progress in educational matters in 1932 than ever before."

INSPECTOR W. E. HAY, B.Paed., Stettler.

"Despite the poor financial conditions of the year, there was no evidence of falling-off in the educational facilities that were available for the children of the Red Deer inspectorate, nor in the advantage that was taken of them. The periods of operation were as long as they had ever been; the quality of instruction was high; the attitude of the parents and children to these facilities was good, and the general results were creditable.

"There is another phase of rural life that deserves recognition in a report such as this. I refer to the work of the whole time Health Clinic which has been established here, and which covers a large part of the division. Teachers and parents are co-operating with the doctor and nurses, and it is certain that numerous cases of children's troubles, such as tonsils and adenoids, which have retarding effects on their sufferers, will be taken care of. I spent part of a day in a school where the clinic was at work and, to a layman, it appeared to be kindly, painstaking and thorough.

"Inability to finance is the only condition which may disadvantageously affect the schools in this section in 1923. This, of course, is now in the hands of the rural municipalities, and it is impossible to say as yet what limitations may be put on their ability to provide funds. There is one hopeful sign, however, and that is the fact that the tax collections in the last two months of the year 1931 were beyond the expectations of the municipal treasurers."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"In the southern part of this inspectorate there will be some difficulty in financing schools during the year 1932. It will probably be necessary for some of the districts to get Government aid, as the municipalities will be unable to secure the required money from the banks, and many people will be unable to pay their taxes. I do not expect, however, that any of the schools will be closed.

"In connection with this operation of schools one thing that will require to be guarded against will be persons securing positions as trustees or secretaries with a view to the cutting of expenses irrespective of how the school is run, or the type of teacher. I met with one or two instances of this already, and it may be necessary in extreme cases to have an official trustee appointed."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"For obvious reasons very little tangible progress has been made during the year, but the fact that our educational system has functioned efficiently during such a trying period as the last year has been speaks very well for itself, reflects credit on our people, and augurs success for the future.

"The first term of the new year will be a very difficult one for most districts; but on account of slightly better times, and adjustments on the part of the ratepayers to meet conditions, the second term should be marked by a definite turn for the better."

INSPECTOR W. E. FRAME, M.A., Coronation.

"Considering the trying times through which we are passing I think the schools of this inspectorate have come through a generally successful year. The necessity for general economy was observed, of course, and no expenditures were asked of school boards that were not absolutely necessary.

"In the coming year there will most probably be more salary reduction to the minimum, and there may be a few reduced below that amount.

"So far, however, I have received no intimation from municipal authorities that the schools will not be kept in operation."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"The outlook for 1932, in so far as financing is concerned, is more or less problematical. With the exception of twenty districts, all the others are located in collecting municipalities. The situation in these municipal districts varies somewhat. In Springbank, which is close to Calgary, all schools were financed without any assistance from the bank, and the secretary advises that approximately 80% of 1931 taxes were collected. No difficulty whatever is anticipated in financing the schools of this municipality during 1932. In most of the others, however, the situation is somewhat different. On account of tax collections, loans from the banks have not been paid in full, and the amounts of these hang-overs vary from five to seventeen thousand dollars. What the attitude of the banks will be when approached for further advances remains to be seen. Regarding those districts outside any municipality, from information at hand, most of these finished the school year with a surplus. Ten of these districts have their accounts at the Royal Bank, Cochrane, and the manager informed me that only one of these districts failed to pay off in full its bank loan at the end of the year."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"At the present time the outlook for 1932 is not particularly bright. Only three municipalities are able to finance schools for the spring term. If there is a crop this year all of the municipalities will be able to finance schools in the fall; if not, then not a municipality in this inspectorate will be able to get money for schools. The money that has been provided to operate schools so far has practically all been used up, and unless some further provision is made soon many schools will be forced to close.

"Tax collections have been very small; many people are having difficulty in providing the bare necessities of life. I have seen many children in school since the cold weather started with barely enough clothing to cover them. After satisfying myself that the case was urgent, I have solicited clothing and shoes for about 20 children in such circumstances that have come directly before my attention."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"The outlook for 1932 is far from promising. From statements of collections that I have had the opportunity to examine, I would hazard the opinion that collections in the rural districts did not amount to 50% of the levy for 1931. There are a number of parcels of land throughout the inspectorate upon which certain mortgage and land companies have ceased to pay taxes that previous to 1931 have been a source of revenue annually. Collections are therefore not sufficiently great to meet outstanding credit. The municipal financial statements for 1931, in that part which relates to school funds, shows an increasingly adverse balance.

"If operation is to be continuous throughout 1932, the school districts will require their quarterly advances regularly from their respective municipal districts. The chances of the municipal districts being accorded credit upon their own security through the banks is highly improbable. It is imperative, therefore, that if operation of schools for any duration of time in 1932 is to be effected in the Oyen inspectorate, some tangible form of financial assistance must be forthcoming."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"The outlook for the New Year is not very encouraging. As the months pass by it is apparent that school financing will become more and more difficult. If the price of farm products soared to heights unheard of before, it would little profit the part of this inspectorate outside of the irrigated area. The people have nothing to sell. Everything depends upon the 1932 crop. If it materializes and the price of produce is a fair average, conditions will be much better than at present. If the crop

fails the people will be poorer, the schools will be deeper in debt, and more outside aid will be necessary if the schools are to continue to function."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"There is evidence of keen interest in educational matters by the many organizations which even in these difficult times have contributed much to the advancement of education.

"The founding of a Government Health Clinic at High River during the month of June last insures the medical inspection of practically all children of school and pre-school age. The clinic has jurisdiction over the municipalities of Dinton, Royal, Ryley, Stockland and Local Improvement District No. 160. The staff has done excellent work, and about 800 children have been examined during the short period of their activity.

"Marquis Municipality has its own nurse, and results in the schools are quite apparent. The care of the pre-school child is receiving ever-increasing attention, and preventive measures will soon outbalance in results older methods.

"On every hand I find a more settled state of mind among the teachers, due chiefly to the feeling of comparative security for at least one year. The younger teachers, due to pressure of an adequate teacher supply, are determined to make good, and placing all of their energy into the work.

"Conditions in the Turner Valley School District No. 4039 have settled practically to normal, and while persistent rumor indicated a loss in enrolment for the fall term, the contrary was experienced. The increase is chiefly in high school work, where it was found necessary to add another teacher. In the public school grades the Mercury school was added, the result of consolidating Uphill School District with the Turner Valley unit.

"The schools of Turner Valley are manned with an efficient staff of teachers. Every facility is provided for superior work.

"During the year a superintendent was appointed, and results indicate that this will be of very great benefit to the unit as a whole.

"The ratepayers are pleased with the present organization, which provides every facility, and which stands as an envied model to the surrounding districts. Taxes are very reasonable, and collections have been better than expected, so that we have no fears of financial worries for the year 1932. It is possible that due to the changes at present going on a decrease in enrolment will take place during the year, and provision has been made for such an emergency."

"Should financial conditions permit, the remodelling of many of the older schools will be an objective. Many of these have not had adequate repair for some time, and in several cases new schools are needed.

"Several changes along the Arrowwood railway line will be necessary in order to adequately meet the needs of the growing towns. At present these are held in abeyance until conditions become more settled."

INSPECTOR X. P. CRISPO, B.A., High River.

"For the collecting rural districts the outlook for the coming year, 1932, is indeed blank. They are receiving a very small percentage of their current taxes, and the banks are refusing to advance them more money because they are unable to reduce the loans made formerly, and are now trying to borrow when they should be paying back. Only Government assistance will enable the majority of these districts to continue in operation.

"Some of the districts in the municipalities have paid a surprisingly large portion of their school taxes, while others have paid very little, the latter class forming the majority. The municipalities are not going to be able to retire the notes given on behalf of the school districts, and will be obliged to ask the banks for further credit. So far, only one municipality has failed to meet the needs of its school districts.

"The town school districts, with one exception, show every indication of being able to cope with the situation during the coming year. In the

towns of the Crow's Nest Pass more than half of the taxes are paid by the mining companies, so no insurmountable difficulty should arise in that vicinity."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"The outlook for 1932 is not as gloomy as the prophets of disaster predict. Of the 67 ungraded rural schools, only five applied to the Department for aid in financing for the year. It is worth noting that two of these had by the end of 1931 met their obligations to the bank in full, and the chief concern of the officials of these schools was the teacher's salary payments for 1932.

"The officials of many town and village schools report their districts sound financially. Many of them have adequate reserve funds to carry on until the 1932 tax payments begin to filter in. Enchant Consolidated has a reserve fund of \$14,000.00, Retlaw \$9,000.00, Nobleford and Coal-dale \$3,000.00, Picture Butte and Iron Springs \$2,000.00. Others could be named which are in an equally strong position financially."

INSPECTOR O. WILLIAMS, B.A., Lethbridge.

"During the decade just passed the schools of the inspectorate have passed through a period of New Canadian education to a period when the children speak, think and act as any other children in the Province do.

"The outlook for 1932 is not bright. Any reserve built up in the past has been used up, and the districts start the New Year without funds and somewhat in debt in many cases. It is certain that a good many schools must be satisfied with but eight months' operation in the coming year, quite a catastrophe to those parents and those children who are ambitious. Even this amount of operation will be difficult in some cases, and special assistance will be required."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The main achievement of those interested in the progress of education in this section of Alberta in the year 1931 lies in the fact that there has been no retrogression from the standard of service set for the schools in previous years when material prosperity was more evident. The record of school operation, in place of showing declination, shows a slight improvement over that of the previous year, with one class-room open for the first time, two new class-rooms opened in village schools, a total increase of seven operating rooms, and adherence by the large majority of districts to the regular terms. One new building was erected, of modern and approved type of construction, in the St. Kilda School District No. 2747 to replace the school of that district, which was destroyed by fire in July.

"Evidence of progress and advancement is not lacking when the very marked increase in demand for high school instruction, the maintenance of high attendance averages, greater permanency of teachers in their positions, increase of interest in school fair work and in the number of fairs held, and improvement in academic standing of teachers, which are noted in the earlier part of this report, are borne in mind. The generally satisfactory class-room conditions and condition of school property, and the record of service of the schools have been possible only through the faithful attention which has been given to their duties by practically all of the trustees and district officers, and through the intelligent effort which has been made by the teachers as a whole to meet the educational needs of the pupils who have been placed in their charge.

"There is an element of uncertainty in the outlook for the coming year. Some curtailment of the usefulness of the schools may be forced upon a few of the communities, but there still is a reasonable basis for the hope and the expectation that during 1932 there will be only slight retrogression in educational service in this section of the Province."

INSPECTOR H. C. SWEET, B.A., Foremost.

It may be idle to deny that the effects of the economic depression have reacted unfavorably on the financing and operation of

schools. On the other hand, though progress may be at a slower rate than formerly it cannot be ultimately retarded in a country as rich as ours in natural resources. The curve of development may be represented more properly as a plateau than as a downward movement, and indeed in many phases of educational endeavor there has been pronounced advancement in the past year.

Taking stock of our educational resources and institutions, we find on the debit side that building operations have been seriously curtailed; much-needed repairs have been postponed; taxes have been difficult to collect; arrears have piled up; debenture obligations have been neglected; and the limit of borrowing power in many localities has been reached. In some districts the residents are indifferent to price fluctuations since they have nothing to sell, and the problem of providing school children with suitable clothing and shoes has been a disturbing one.

On the credit side of our educational ledger must be listed the widespread willingness to make sacrifices that education may not suffer; substantial reduction of tax rates by judicious retrenchment; the resolve to profit by experiences of the past year and provide in future for cash reserves; and the readiness to assume burdens of taxation so that schools may be constructed. The ideal of full-time operation has been almost uniformly attained, enrolment has increased, and attendance has been more regular. Teachers are better trained, holding higher certificates of qualifications, possessing greater experience, and giving more efficient service.

New Canadians are grasping our language and ideals of citizenship. There is increased demand for high school instruction. Health clinics are performing a useful and highly appreciated service; the care of the pre-school child is receiving more attention; preventive measures have been initiated following complete physical examination over large geographical areas.

In these respects progress is substantial, and more than compensates for a shortage of money which, though extremely embarrassing, should be regarded as but temporary. There will be a tightening of belts during 1932. Even more drastic reductions may yet have to be made in some phases of the educational service, but the outlook for the coming year is brighter than it has been for many months, and the prospects for continued advancement afford some ground for the optimism expressed.

It is a satisfaction to report progress in the work of inspection and supervision of schools for the year 1931.

REPORT OF ATTENDANCE BRANCH.

(D. C. McEACHERN, *Chief Attendance Officer*)

ATTENDANCE.

During the year 1931 the Attendance Branch of the Department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 2,705. In 2,129 cases children returned to school following these letters. In 77 cases children had removed from the district. In 34 cases sickness was the cause of absence, while in 33 cases the children were either over age or under age. In four cases the schools were closed, thus making it impossible for the children to return. In five cases the children were exempted for work, and in 19 cases poverty was the cause of absence. One hundred and forty-one cases required further attention, and in 263 cases reports were not received from the teachers following letters before the close of the year.

The number of "Warning Notices" issued during the year was 1,195. In 918 cases the children returned to school within the time limit specified. In 26 cases the children had removed from the district. In 15 cases the children were sick and unable to return within the time limit. In 24 cases the children were either over or under the compulsory attendance age, and in four cases certificates of exemption had been granted for work at home. In one case the school had closed before the children returned, and in 11 cases absence was due to poverty. Ninety-eight cases are still under observation, and in 98 additional cases reports had not been received.

There were 191 cases referred to school inspectors for investigation and prosecution. After investigation, 24 prosecutions were instituted, resulting in 22 convictions and two dismissals. The inspectors' reports following their investigations showed that sickness, poverty and distance caused the absence of children in 49 cases, while one child had removed from the district in which he had been enrolled. In seven cases the children were by the time of investigation over age. In 110 cases up to December 31st, 1931, the inspectors' final reports had not been received.

In the city and town schools The Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 392 final warning notices issued by the attendance officers, resulting in 69 prosecutions and 67 convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 31.

The average monthly percentage of attendance for the year ended June 30th, 1931, was 89.99. The average monthly percentage of attendance in town schools during the year for the months actually operated was 92.5, in the preceding year it was 92.2, while town, village and rural schools show that of the pupils enrolled, 70.5% attended over 160 days, an increase of 5.37% over the previous year.

The number of pupils enrolled in all grades during the year ended June 30th, 1931, was 168,730, while for the preceding year it was 168,076, an increase of 654. In 1930 the percentages are shown to have been 87.34 in the elementary grades and 12.66 in the secondary grades, while for 1931 the percentage in the elementary grades is given as 85.62 and in the secondary grade 14.38.

OPERATION.

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their education in one or more adjoining schools. Agreements for joint operation were made and approved to provide for the education of the children of 173 school districts. This is one district less than in 1930.

In 31 school districts there were no children to be provided for and no liabilities to be met. Consequently those districts have been during the year under The Education Tax Act, the lands being liable for taxation to assist in general education throughout the Province. In 60 school districts there were no children of school age to be provide for, but because of liabilities these districts have not been placed under The Educational Tax Act. In each of four districts there was only one child of school age, in five there were only two children, in eight districts each three children, in 19 districts each four children, in 31 districts each five children, and in 45 districts each six children of school age. In these 112 districts regular provision was not made for operating schools or for joint operation. In some cases the children attended other schools, and in others the parents received assistance through the correspondence course provided by the Department.

Forty new school districts were erected during the year, 13 of which operated schools before the end of the year.

The following table will indicate the progress that has been made during the year ended June 30th, 1931:

	1930.	1931.
Total enrolment of pupils	168,076	168,730
Number of School Districts operating	3,314	3,346
Number of rooms operating	5,558	5,624
Warning Notices issued (in other than town districts)....	1,107	1,195
Prosecutions	49	24
Convictions	44	22
Average monthly percentage of attendance	89.35	89.99
Percentage of total enrolment in High School Grades.....	12.66	14.38
Percentage of schools operating more than 160 days	95.70	96.3

REPORT OF THE SCHOOL-BOOK BRANCH.

(W. H. NOBLE, *Manager*)

There are four distinct phases to the work of this Branch, though all have to do with the distribution of books. Of course the most important part of our business is the distribution of the prescribed texts used in the elementary, secondary and Normal schools in the Province. This may be done in any one of three ways, commonly through local dealers located in trading centres throughout the country—often through local school boards acting for the pupils in their schools, and occasionally through direct sale to the individual, who plans to use the book himself. No matter which method is employed the consumer is assured the published or standard price.

To meet this demand 275,737 volumes were added to our stock at the beginning of the year. The purchase price, exclusive of freight

charges, amounted to \$130,159.93. More than 90% of this money was spent in Canada. Year by year this percentage increases. It is expected that in a very few years all our needs will be supplied by Dominion publishers. Three hundred retailers carry out books and supply the teachers and pupils in their neighborhoods. These are located in cities, town and hamlets all the way from Coutts to Fort McMurray.

The following table gives an interesting comparison of the number of volumes purchased by the various grades and the actual money outlay at each stage in the child's school career.

ELEMENTARY GRADES		
Grade.	Volumes.	Values.
IV	34,533	\$ 10,284.95
V	36,939	15,151.05
VI	11,333	12,571.30
VII	34,147	21,565.55
VIII	3,794	1,865.20
Reference Books, Grade I-VIII	2,949	2,453.50
SECONDARY GRADES		
IX	50,859	35,589.95
X	28,121	18,704.50
XI	24,792	15,018.50
XII	15,801	15,701.40
Dictionaries, English, French, German....	7,707	3,413.30

Number of Volumes Distributed, 250,975 Value of Books Sold.....\$152,319.20

The marked decline in number of volumes purchased in Grade VI is explained by the fact that the only new book required here is the geography. Texts in arithmetic, hygiene and citizenship are carried forward from the preceding grade. Similarly in Grade VIII no new books are required with the exception of the compulsory supplementary reading. It is possible to equip a pupil with all the books required for his work in the eight elementary grades for a total of \$9.65, or less than \$1.25 per year so far as text-books are concerned.

The relative size of enrolment in the various grades of the secondary schools is pretty well shown by the numbers of books absorbed by each. In a few instances, as for example in mathematics, foreign language grammars and English composition, the same text is used in successive units. Otherwise a new book is required in each new unit studied.

This Branch also supplies the text-books used in the Normal schools. During the last year this business amounted to \$4,352.05, approximately \$4.50 per student for compulsory texts.

The second phase of our work is the distribution of books for library purposes. Under the Act all school districts are eligible to receive a grant of books for library purposes during the first six years of operation. Two hundred and sixty-one such districts participated in this grant last year and received books to the value of \$5,853.90. From year to year an increasing number of school boards add to their existing libraries. These additions are for the most part selected from the general catalogue of this Branch, and the books purchased through us. In this way we are able to render a distinct service to the schools, and furnish the books much more conveniently and more cheaply than would be the case if the boards ordered directly from the publishers.

In recent years a considerable mail order and over the counter business has developed with teachers and students of education generally. Professional books, reference books, supplementary readers and class-room helps form the bulk of this material. As most of this would rarely be carried in the ordinary bookstore, it is felt that this is a worth-while service. This phase of our business amounts to several thousand dollars annually. Each year this Branch makes a display of the books carried, and explains the services it offers at the meeting of the Alberta Educational Association. Excellent contacts are made in this way, and teachers feel free to write us for any materials which they need.

This branch is also charged with the responsibility of distributing the readers used in the first six grades of the elementary school, which are supplied free to all pupils by the Government. The following table indicates the numbers distributed during the last year:

Book I	21,133	Book IV	18,015
Book II	18,937	Book V (Grades V and VI)	17,889
Book III	18,991		

In all, 95,000 of these volumes were sent out to the children of the Province.

The total volume of business for the year, exclusive of free readers, amounted to \$158,320.99.

REPORT OF DEBENTURE BRANCH.

(A. SCOFFIELD, *Manager*)

DEBENTURES, AUTHORIZED, REGISTERED AND SOLD DURING 1931.

Authorized by the Board of Public Utility Commissioners, 35 Issues	\$194,050.00
Registered by the Department of Education, 21 Issues, including three re-funding issues	\$62,530.00
Registered in 1930, but delivery taken by purchaser in 1931	2,000.00
Total amount of debentures taken delivery of by the purchasers during 1931	\$64,530.00

BOND SALES.

Sold through the Debenture Branch:

2 Town and City Issues	\$10,000.00
4 V.A.P. Issues	9,500.00
13 Rural Issues	20,850.00
19 Issues	\$40,350.00
2 Issues sold direct by School Districts.....	9,500.00
21 Issues	\$49,850.00

AVERAGE RATE AT WHICH DEBENTURES SOLD.

Town Issues	7.00%
Village Issues	7.62%
Rural	8.25%
All Issues	8.06%

REPORT OF BUILDINGS BRANCH.

(H. KINGHAM, *Building Supervisor*)

Projects for new school buildings, alterations, additions, and repairs to old school buildings, barns, residences, etc., in rural, village, and town school districts, approved during 1931:

STANDARD DEPARTMENTAL PLANS.

	Quantity.	Cost.	Aver. Cost.
Schools erected by voluntary effort with Special Grant of \$200:			
Log Plans	30	.....	.....
SN-1—Special low-cost frame design.....	2	.....	.....
SE-3—Special low-cost frame design	2	.....	.....
SS-7—Special low-cost frame design.....	1	.....	.....
BW-1—Frame, siding finish	1	.....	.....
Schools erected by voluntary effort and with small capital expenditure:			
Log Plans	4	\$1,685.00	\$ 421.25
SN-1—Special low-cost frame design.....	2	1,140.00	570.00
SE-3—Special low-cost frame design.....	1	245.00	245.00
Schools erected by regular contract:			
Log Plans	1	946.00	946.00
SN-1—Special low-cost frame design.....	2	2,418.00	1,209.00
SS-7—Special low-cost frame design.....	1	1,200.00	1,200.00
AS-9—Frame, siding finish	2	3,305.00	1,652.50
CS-9—Frame, siding finish	1	1,720.00	1,720.00
CS-14—Frame, siding finish (less base-ment)	1	2,170.00	2,170.00
CW-18—Frame, stucco finish	1	2,918.00	2,918.00
ES-6—Frame, siding finish	1	4,874.00	4,874.00

SPECIAL PLANS PREPARED IN DEPARTMENT.

Special log design erected by voluntary effort	1	.....	.....
One-room, frame, erected by voluntary effort with small capital expenditure, non-basement	1	\$ 215.45	\$ 215.45
One-room, frame, erected by regular contract	2	3,279.00	1,639.50
Teachers' Residences	5	2,337.00	467.40
Barns, partly voluntary	3	345.15	115.05
Additions and Alterations:			
Erected by voluntary effort with small capital expenditure, one-room and small extensions	4	1,097.73	274.43
One-room, etc., erected by contract.....	7	5,743.56	820.50
Two-room, erected by contract	1	4,994.00	4,994.00
Repairs, renewals, etc.	11	2,480.50	225.50
Old school purchased and repaired for new district	1	300.00	300.00

SUMMARY.

Schools destroyed by fire	11	
Schools built by voluntary effort.....	36	
Schools built partly by voluntary effort.....	8	\$ 3,285.60
One-room schools built by regular contract.....	11	17,956.00
Two-room schools built by regular contract.....	1	4,874.00
Additions and alterations	12	11,835.29
Repairs and renovations	11	2,480.50
Residences and barns	8	2,682.15
Totals	51	\$43,113.54

In addition there are 15 contracts for new schools held up pending sale of debenture issues, etc., which amount to \$28,548.00.

COST OF BUILDING.

	1929	1930	1931
One-room, 40-pupil, non-basement, frame design	\$2,326.00	\$2,163.00	\$1,590.00
One-room, 40-pupil, full basement, frame design	3,350.00	3,140.00	2,918.00
Two-room, full basement, frame design.....	4,889.00	4,169.00	3,647.00
Large schools (none erected in 1931), per pupil	169.46	156.80	.....

REPORT OF DIRECTOR OF TECHNICAL EDUCATION AND PRINCIPAL OF PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART.

(W. G. CARPENTER)

The economic stress of the year, particularly among farmers, has naturally had a depressing effect upon technical education. This type of educational effort, requiring more expensive equipment and operating with smaller groups per instructor, must necessarily await times of greater easement in the distribution of money. The year 1931 has been an interesting year nevertheless. It has been a year in which greater interest has been evidenced in practical education than for many years. People have had more leisure in which to evaluate educational effort. More young people have been desirous of entering school to employ their time in the absence of other employment. The nature of the times has caused youth to place a higher value on technical skill and knowledge that they may be more successful competitors in securing jobs. The large numbers of persons occupying the so-called white collar jobs in times of business activity and without employment in these times of stress, has somewhat dethroned the dignified position of the occupants of these positions and caused youth to give a larger and more respectful consideration to the dignity of the man in overalls. A saner view of relative values in life is the natural result of experiences in times like these.

The usual programmes have been carried in the cities and in the smaller industrial centres. The tables below detail the attendance in the day and the evening class organizations throughout the Province:

	Total Enrolment	Boys	Girls	Student Hours	Total Teachers	Number Classes
S.D. No. 7—Edmonton:						
Technical High School	340	269	71	320,916	17	14
McDougall Commercial	417	88	329	411,787.5	11	11
Strathcona Commercial	215	47	168	151,762.5	5	5
Edmonton R.C. Separate S.D.:						
Commercial	63	12	51	49,650	5	5
S.D. No. 19—Calgary:						
Technical High School	222	195	27	281,478	13	8
Commercial	401	70	331	302,117.5	11	11
Pre-vocational	243	124	119	218,124	6	11
Institute of Technology and Art.....	625	569	56	315,132	37	34
Correspondence	185	185	....	....	....	....
S.D. No. 51—Lethbridge:						
Commercial	112	33	79	113,925.3	4	4
	2823	1592	1231	2,164,892.8	106	100
S.D. No. 7—Edmonton:						
Evening	621	459	162	18,776	22	31
S.D. No. 19—Calgary:						
Physical	15	....	15	200	1	1
Technical	181	64	117	4,340	11	9
Elementary	110	87	23	4,778	4	4
Commercial	114	56	58	5,824	3	4
High	103	26	77	8,078	15	4
Manual Training	35	....	35	1,404	3	2
S.D. No. 76—Medicine Hat	21	11	10	1,112	1	1
S.D. No. 168—Canmore	14	14	....	480	1	1
S.D. No. 628—Blairmore	28	28	....	2,860	2	1
S.D. No. 3334—Mountain Park	31	31	....	1,024	2	2
S.D. No. 3896—Cadomin	36	36	....	1,121	3	3
S.D. No. 4184—Luscar	59	58	1	2,248	3	3
S.D. No. 4226—Mercoal	16	16	....	662	1	1
S.D. No. 4396—East Coulee	13	13	....	408	1	1
S.D. No. 1336—Bellevue	28	28	....	2,050	2	2
Institute of Technology	372	327	45	19,603	21	22
Totals.....	1797	1254	543	74,972	96	92

These tables indicate a steady growth in the cities. It will be noted that there are many more students enrolled in the commercial courses in Edmonton than in Calgary, there being 695 in the former centre to 401 in the latter. If Calgary were to offer large accommodation, there is no doubt that the commercial schools in that city would serve a larger number. It is often argued that it is unwise to train more persons than the employing constituency can absorb. The training in a good commercial school, however, may have all the disciplinary and cultural values that an ordinary academic school offers, while at the same time the content of the programme includes values of a utilitarian type. Even if one did not secure a job as a stenographer or typist or bookkeeper, the content of the subjects studied is more or less useful in any vocation and remains so for life. It seems that now a fully organized four-year commercial course is available, school boards should give further consideration to the problem of increasing the accommodation in their commercial schools. Since the organization of a commercial high school is really less costly than the organization of an academic or a technical high school, there should be considerable expansion in this type of training. School boards in small centres might well consider offering commercial courses.

While on the topic of commercial education, it is interesting to note the changes made in the programme of the commercial schools introduced in September, 1931. Previously the major objective of the commercial school was vocational. A student was entitled to admission after having won a Grade VIII diploma. Because of this, young people were training for business positions beginning at the age 14 or 15 years. In a two-year period such a youth could secure a diploma and begin the search for employment at the age of 16 or 17 years. By taking a special third year offering he might remain a year longer in training. He found amongst his competitors many who were graduates of high schools and who later had specialized in vocational subjects in some business college. These people, with their higher qualifications, particularly in English, were securing the jobs at the expense of the ordinary commercial school graduates. The sentiment of the employer has become decidedly favorable toward the older person with a superior education to the great discouragement of the younger people with ordinary commercial school diplomas.

During the year the curriculum of the commercial school was completely overhauled and the programme extended one year. There was put into operation in September a four-year course in which the English studies are practically the same as in the academic schools. Commercial students write the same literature examinations as do the students in the regular high schools. The same applies to History II and III, General Science I, Geography I, Art I, Household Economics I and II, and Manual Arts I and II. Provision is made for three years in French. Mathematics is studied as general mathematics, with special emphasis on commercial arithmetic. In addition to these general subjects the regular commercial studies are extended over four years, which should result in a product as well trained as one from the academic school, immediately prepared to take an office appointment. Should he be

unsuccessful in this, the student has a knowledge and an experience valuable in any walk in life.

Since this course was set up two quite large classes, studying commercial subjects, have been organized at Vegreville and Edson. No doubt other districts will follow their example.

It is interesting to compare the enrolments in the technical schools of Calgary and Edmonton. In the former there is an enrolment of 465 as against 340 in Edmonton. The building and equipment in Calgary is new and the appeal appears to be much stronger than in Edmonton, notwithstanding the fact that the Edmonton school has been organized since 1914. During the year a reorganization of the Technical High School in Edmonton was made and additional accommodation provided with new equipment. A new plant is very badly needed in Edmonton that technical education may have the status it deserves.

In June, 1931, the first real test of the work of the technical and the pre-vocational schools were made. This has never been possible previously because of the absence of a definite measuring stick to apply in the form of an approved curriculum. The new course of studies in the technical high schools, as in the commercial schools, is based upon an English, history and geography core similar to that of the academic schools. Replacing algebra, geometry, physics and chemistry are general mathematics and general science, built upon a plan which selects the principles of these subjects because of their applicational value and seeks to apply them to the problems of life and of the vocations. Half-time is devoted to class-room studies and half-time is given to shop experiences. Special precautions have been taken in checking standards of attainment in the shop subjects. The regulations governing these schools require that an inspector be shown that a child has had a certain minimum series of experiences during the term as indicated by the practical objects of the term's work presented for examination. Notebooks and drawings are also examined for grading. In addition a practical examination is conducted and a written examination is carried out. It is the plan of the Department to so establish these new subjects that they may become in the mind of the public and in the experience of the student of equal training value to the usual class-room exercises of the academic school. The instructors in these subjects are not the highly trained teachers such as come from Normal schools, and it is part of the close examination plan to establish them in approved practice and assist them in attaining the highest educational values in their work. It is a pleasure to state that among the teachers of these subjects there is keen interest and a high professional sense. This is evidenced by the fact that many, both in Calgary and in Edmonton, travelled during their holiday season to teacher-training schools to take special training in the pedagogy of their subjects. Practically all the teachers in the Technical School in Calgary motored to Edmonton in October, where an all-day conference was held with their fellow-teachers in technical work with the view to increasing the efficiency of their services. This 400-mile trip was taken entirely at the expense of the individual instructor without aid from the school board or the

Department. This spirit augurs well for technical education in Alberta.

Several school boards have given serious consideration to a programme of technical education, but they have been restrained by the economic situation. Probably the reason for this urge becoming so keen at this time is the presence in school of many pupils who, in the ordinary course of events would be absorbed in industry. These young people are those who would profit most from mechanical courses. It is to these that certain phases of the academic courses fail to make appeal. Calgary has given serious consideration to the erection of a new pre-vocational school. Coleman gave considerable study to an expansion in its programme. Interest has not abated in Medicine Hat or Lethbridge. Edmonton made additions to the Technical High School. Edson and Vegreville organized commercial departments.

The evening school programmes have met with fair success only. The subsidence of interest in the search for oil has released a large number of qualified steam engineers, and rendered this vocation less attractive. The unsatisfactory status of the coal-mining industry and the consequent large unemployment factor has seriously affected the attendance of miners, many of whom have not had the small fee usually charged. The restrictions in immigration have materially lessened the demand for instruction for the non-English. The most successful evening classes outside those conducted in the cities were carried on in the Coalspur region west of Edmonton. With adults there is a direct relationship between study and the visible opportunity for jobs.

The Provincial Institute of Technology and Art had a good year. Before classes opened for the fall term in 1930 there was much conjecture as to what the student response would be. After enrolment, with the exception of the farm groups, the numbers were found to be very satisfactory. There was a marked falling off in the farm classes. In 1929 the enrolment in the farm groups was 399, in 1930 this fell to 243, and in 1931 it became 105. At the opening of the year 1932 the attendance is still further reduced, the total being 41. Notwithstanding this heavy decrease in enrolment, the total student hour service of the Institute for the year 1931 was 315,132 as against 315,428 for the previous year, and 318,581 in the banner year of 1929. This has been very gratifying indeed.

The following table gives the details in the enrolment:

ENROLMENT, 1930-31				
	Day.	Evening.	Correspondence.	Total.
Aeronautics	8	14	....	22
Art	40	90	....	130
Automotive Telephones .....	....	10	....	10
Auto-mechanics	197	27	....	134
Automotive Electricity	17	21	....	38
Chemistry for Laundrymen .....	....	12	....	12
Drafting, Architectural	9	15	....	24
Drafting, Mechanical	6	30	....	36
Drafting, Survey	14	....	....	14
Dressmaking and Millinery	31	....	....	31
Electrical Engineering	145	....	....	145
Electrical Theory .....	....	11	....	11
Electrical Shopwork .....	....	22	....	22
Farm Mechanics	14	....	....	14
Geology and Prospecting .....	....	24	....	24
Machine Shop	10	17	....	27
Mathematics for Engineers .....	....	11	....	11
Mathematics for Plumbers and Steamfitters ..	....	15	....	15
Mining	4	....	40	44
Plumbing Theory (3rd year) .....	....	13	....	13
Plumbing Shopwork .....	....	11	....	11
Radio .....	....	40	....	40
Show Card Writing .....	....	13	....	13
Steam Engineering	11	....	145	156
Telegraphy	27	14	....	41
Tractor Engineering	91	....	....	91
Welding (Oxy-Acetylene)	91	16	....	107
Welding (Electric)	..	9	....	9
	625	435	185	1245

The usual activities of the school have been carried on successfully. Each member of the staff assumes a definite responsibility as advisor, encouraging some special phase of extra-curricular work, such as literary, year book "Emary Weal", athletics, dramatics, social evenings, etc. These activities are largely carried by student initiative, the staff members being merely called in for advice.

The prospect for the year 1931-32 is very encouraging. The enrolment is well maintained with the exception of the telegraphy and the farm courses. From all these considerations it would appear that the Institute is well established as an integral part of the educational system of the Province.

GENERAL STATISTICS.

(L. V. HALL, *Statistician*)

The following statistics have been compiled from information furnished by teachers, secretaries of school districts, and official auditors:

In 5,624 rooms or departments of 3,346 school districts the enrolment was 168,730 in the year 1931. Of this enrolment 56,640 were in the rooms of 59 city and town districts, 5,971 in 17 separate school districts, and 42,053 in the rooms of other graded schools, as compared with 56,488 in city and town districts, 6,063 in separate schools, and 41,304 in other graded schools in 1930. There were 7,101 pupils in 211 rooms in 64 consolidations. The number of pupils in attendance in the rural graded schools continues to increase. There were 64,066 pupils in 2,877 one-room schools.

The average monthly percentage of attendance was 89.99 of the monthly enrolment.

During the year 96.3% of the schools in operation, operated over 160 days, and the average number of days schools were in operation was 192.71 days. The increase in the upper grades as compared with the lower grades, since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.32
1926-1927.....	17.74	10.68	25.94
1927-1928.....	17.57	11.44	26.90
1928-1929.....	16.97	11.78	27.60
1929-1930.....	16.25	12.66	28.79
1930-1931.....	15.13	14.38	30.56

The percentage of pupils enrolled in Grade I in the year 1931 continues to show a decrease from previous years, while the percentage of pupils from Grades VII to XII continues to increase. The percentage of enrolment of Secondary Grade pupils compares favorably with that of the other Provinces of Canada.

The distribution of pupils by grades leaving school at the age of 15 years since 1919, by percentage was as follows:

Year	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919..	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920..	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921..	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	.....
1921-1922..	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923..	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924..	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925..	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926..	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927..	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928..	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929..	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930..	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931..	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
Avr. for 13 yrs.	.63	.78	1.94	3.54	7.24	11.39	20.45	31.97	13.53	6.29	2.04	.35

The average number of days of operation in ungraded schools was 193.18 and in graded schools 197 days. The policy of paying grants monthly has undoubtedly had the effect of lengthening the number of days of operation in the ungraded schools. In ungraded schools pupils attended on the average 147.28 days, and in graded schools 163.92 days, showing a decided improvement over last year.

By referring to Tables 18 and 33, in comparing the number of rooms in operation and the number of teachers employed, there will be noted a greater instability of the profession in the year 1931 as compared with last year. In the year 1930 there were 5,558 rooms in operation and 5,705 teachers employed during the year, while in 1931 there were 5,624 rooms in operation and 5,844 teachers employed.

TABLE 1.
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1930	Per cent. of enrolment	No. of Pupils June 30, 1931	Per cent. of enrolment
I	27,307	16.25	25,527	15.13
II	19,971	11.88	19,269	11.42
III	19,851	11.81	19,644	11.64
IV	18,982	11.30	18,920	11.21
V	17,627	10.49	17,949	10.64
VI	15,930	9.48	15,851	9.40
VII	13,684	8.13	13,598	8.06
VIII	13,444	8.00	13,706	8.12
IX	9,179	5.46	10,024	5.94
X	6,305	3.75	7,242	4.29
XI	4,200	2.50	4,894	2.90
XII	1,596	.95	2,106	1.25
Totals	168,076	100.00	168,730	100.00
Elementary Grades	146,796	87.34	144,464	85.62
Secondary Grades	21,280	12.66	24,266	14.38

Percentage of Enrolment in Secondary Grades was 14.38 in 1931 and 12.66 in 1930. Private School pupils are included in this table.

TABLE 2.
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of Pupils enrolled	104,664	64,066
Aggregate days' attendance of Pupils.....	17,261,455.5	9,435,815.5
Daily average attendance of Pupils.....	88,084.33	48,648.66
Percentage of attendance of total enrolment	84.16	75.93
Average number of days attended per Pupil	164.92	147.28
Average length of school year.....	197.00	193.18
CLASSIFICATION: Grade I	13,178	12,349
Grade II	11,212	8,057
Grade III	11,297	8,347
Grade IV	10,923	7,997
Grade V	10,554	7,395
Grade VI	9,404	6,447
Grade VII	8,421	5,177
Grade VIII	8,181	5,525
Grade IX	7,812	2,212
Grade X	6,771	471
Grade XI	4,806	88
Grade XII	2,105	1
Total Attendance	104,664	64,066

The percentage of attendance in both Graded and Ungraded Schools shows an increase over the preceding year. Ungraded Schools are one-room schools and are for the most part rural. The average length of school year has increased slightly in Graded Schools, and shows a substantial increase in Ungraded Schools.

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TABLE 3.

AVERAGE AGE OF PUPILS

Grade I	7.1
Grade II	8.2
Grade III	9.4
Grade IV	10.6
Grade V	11.5
Grade VI	12.6
Grade VII	13.5
Grade VIII	14.5
Grade IX	15.6
Grade X	16.8
Grade XI	17.6
Grade XII	18.5

TABLE 4.

Age	Total No. of Pupils	Percentage of enrolment
5 years and under	468	.28
6 years	7,909	4.68
7 years	15,556	9.22
8 years	16,802	9.96
9 years	17,771	10.53
10 years	17,296	10.25
11 years	17,278	10.24
12 years	16,097	9.54
13 years	15,447	9.16
14 years	14,434	8.55
15 years	11,729	6.95
16 years	8,505	5.04
17 years	5,184	3.07
18 years	2,592	1.54
19 years	976	.58
20 years	336	.20
21 years and over	350	.21
Total.....	168,730	100.00

The compulsory age limit in Alberta is 15 years, but 10.64 per cent. of enrolled pupils were over 15 years of age.

TABLE 5A.
GRAPH 1.

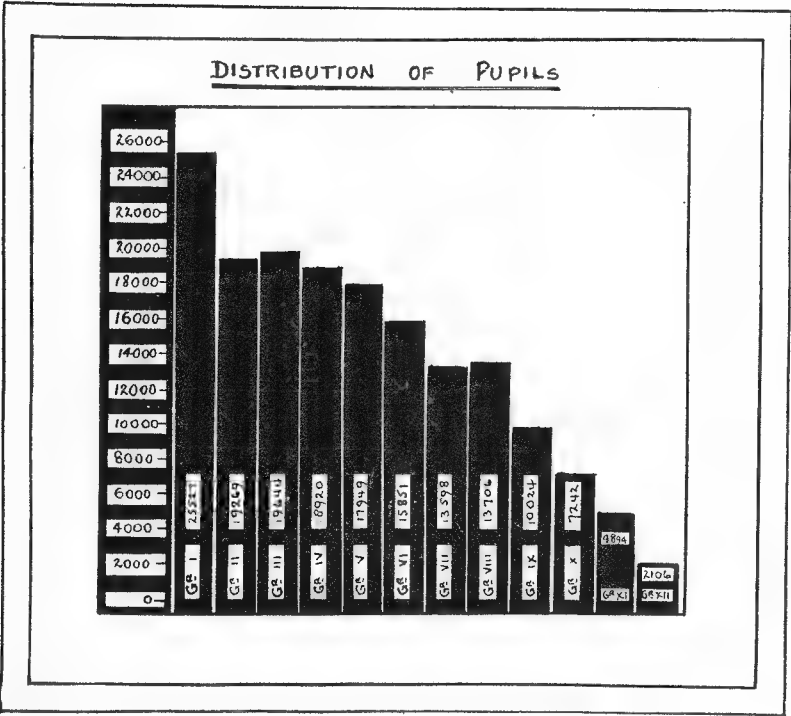


TABLE 6.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE UNDER AGE, NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	467	18,184	6,876	25,527	1.83	71.24	26.93
II	382	12,172	6,715	19,269	1.98	63.18	34.84
III	507	11,740	7,397	19,644	2.57	59.78	37.65
IV	450	10,789	7,681	18,920	2.43	56.98	40.59
V	563	10,105	7,281	17,949	3.13	56.31	40.56
VI	588	8,911	6,352	15,851	3.71	56.22	40.07
VII	559	7,933	5,106	13,598	4.11	58.34	37.55
VIII	684	8,038	4,984	13,706	4.99	58.65	36.36
IX	753	5,804	3,467	10,024	7.51	58.91	33.58
X	605	4,197	2,440	7,242	8.35	57.96	33.69
XI	459	2,919	1,516	4,894	9.38	59.65	30.97
XII	249	1,286	571	2,106	11.82	61.07	27.11
Totals	6,266	102,078	60,386	168,730	3.72	60.50	35.78

This is a recapitulation of Table 5. There is a small increase in the percentage of pupils under age and a small increase in the percentage over age in their grades as compared with the previous year. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I	4
Grade II	4
Grade III	33
Grade IV	55
Grade V	226
Grade VI	271
Grade VII	665
Grade VIII	1,049
Grade IX	527
Grade X	184
Grade XI	55
Grade XII	3
Total.....	3,076

This is practically the same as last year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.002
Grade II	.002
Grade III	.02
Grade IV	.03
Grade V	.13
Grade VI	.16
Grade VII	.39
Grade VIII	.62
Grade IX	.31
Grade X	.11
Grade XI	.03
Grade XII	.002
Total.....	1.806

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TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.13
Grade II	.13
Grade III	1.07
Grade IV	1.79
Grade V	7.35
Grade VI	8.81
Grade VII	21.62
Grade VIII	34.10
Grade IX	17.14
Grade X	5.98
Grade XI	1.79
Grade XII	.09
Total.....	100.00

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.015
Grade II	.02
Grade III	.17
Grade IV	.29
Grade V	1.26
Grade VI	1.71
Grade VII	4.89
Grade VIII	7.65
Grade IX	5.25
Grade X	2.54
Grade XI	1.13
Grade XII	.14

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE
YEAR JULY 1, 1930, TO JUNE 30, 1931

Month	Possible Aggregate	Actual Aggregate	Percentage of At- tendance per Month
July	75,176	65,142	86.04
August	143,126.5	121,561.5	84.94
September	2,895,557	2,584,686	89.27
October	3,433,223.5	3,088,593.5	89.99
November	2,639,934.5	2,435,070.5	92.24
December	2,438,541.5	2,274,459.5	93.68
January	2,826,722.5	2,603,226.5	92.09
February	2,938,641	2,740,133.5	93.24
March	3,255,006.5	2,874,998	88.33
April	2,546,925.5	2,314,417.5	90.87
May	3,015,781.5	2,769,385	91.82
June	3,232,072	2,825,597.5	87.42
Average monthly percentage of attendance.....			89.99

The percentage of attendance per month shows an increase of .64 per cent. from the previous year. Week by week records would be very difficult to secure, but would be of more value than the monthly ones. This statement is more nearly correct than a yearly one.

TABLE 12.
GRAPH 2.

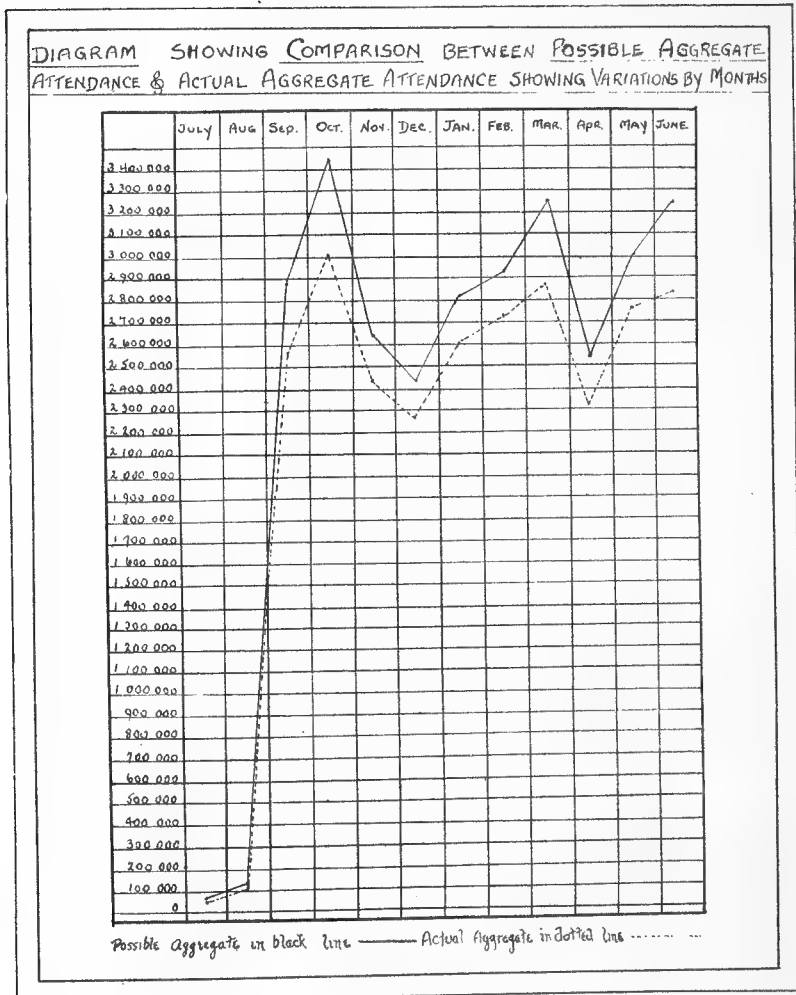


TABLE 13.

SCHOOL DISTRICTS

School Districts in existence, December 31st, 1930, including the units in consolidations	3,647
Consolidations in existence, December 31st, 1930	63
Number of School District Units in Consolidation, December 31st, 1930.....	202
Number of School Districts erected during Year 1931, Public.....	40
Number of School Districts disorganized during the Year 1931.....	5
Number of School Districts in the Province, December 31st, 1931, including the units in consolidations	3,682
Number of Consolidated School Districts in existence, December 31st, 1931.....	64
Number of School District Units in Consolidation, December 31st, 1931.....	204
Number of Rural High Schools in existence, December 31st, 1931.....	16
Number of Units in Rural High Schools, December 31st, 1931	75

To obtain the number of schools that could operate, deduct the number of units in Consolidation from the number of School Districts in the Province at December 31st, 1931, and add the 64 Consolidations. The Rural High Schools could also be added as they are districts within districts.

TABLE 14.

ATTENDANCE OF PUPILS

Number of Pupils attending school during the year	168,730
Number of Boys	84,079
Number of Girls	84,651
Total Aggregate Attendance for the year	26,697,271
Total Average Attendance for the year	136,732.99

The average number of pupils enrolled per room was 30.9—an increase of .7 from the previous year. The average attendance of pupils per room was 24.9—an increase of 1.1 from the previous year.

TABLE 15.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN, VILLAGE AND RURAL SCHOOLS

	City and Town	Village	Rural	Total
Less than 20 days	898	413	1,954	3,265
Between 20 and 39 days	1,220	549	3,437	5,206
Between 40 and 59 days	1,324	788	4,580	6,692
Between 60 and 79 days	1,313	592	2,721	4,626
Between 80 and 99 days	1,025	488	2,660	4,173
Between 100 and 119 days	1,621	695	3,372	5,688
Between 120 and 139 days	1,773	797	4,286	6,856
Between 140 and 159 days	3,156	1,322	7,970	12,448
Between 160 and 179 days	11,422	4,263	19,259	34,944
Between 180 and 199 days	41,685	12,881	28,368	82,934
200 days and over	118	271	1,509	1,898
Totals.....	65,555	23,059	80,116	168,730

Of the pupils enrolled 70.5 per cent. attended over 160 days—an increase of 5.37 per cent. over the previous year.

TABLE 16.

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	184	148.18	88.6
Edmonton	16,197	13,648.38	90.8
Calgary	16,047	14,319.54	94.5
Thibault	200	171.69	96.0
Macleod	363	331.18	94.7
Lethbridge	2,658	2,347.03	94.7
Medicine Hat	2,626	2,279.43	93.2
Fort Saskatchewan	216	193.51	92.2
National Park	433	337.46	92.1
Gleichen	232	199.52	94.0
Red Deer	731	621.58	94.6
Pincher Creek	266	236.90	94.7
High River	484	421.14	94.9
Okotoks	244	207.11	94.1
Innisfail	331	272.94	91.9
Olds	350	288.04	94.3
Lacombe	414	349.15	93.8
Wetaskiwin	627	537.62	95.1
Leduc	282	234.84	91.9
Ponoka	345	292.96	92.3
Cardston	641	542.47	92.2
Magrath	497	419.46	93.6
Blairmore	522	422.59	94.0
Didsbury	273	230.15	93.5
Raymond	708	606.86	94.1
Claresholm	412	343.37	88.6
Athabasca	192	161.60	94.9
Irvine	75	58.93	86.8
Taber	584	493.48	93.2
Stavely	153	126.45	92.5
Coleman	649	587.96	97.3
Granum	129	109.29	93.4
Camrose	704	616.24	93.9
Vermilion Centre	446	377.20	91.4
Stettler	422	362.34	92.7
New Vegreville	568	436.99	86.7
Daysland	184	160.95	95.8
Strathmore	188	161.19	93.6
Wainwright	368	319.18	93.6
Hardisty	185	145.69	90.4
Vulcan	317	275.23	94.8
Tofield	189	157.51	94.1
Carmangay	101	86.84	90.3
Brooks	170	149.33	92.1
Bassano	218	183.36	92.9
Castor	191	155.78	91.9
Redcliffe	290	249.15	91.0
Beverly	271	216.91	90.7
Edson	444	380.50	92.7
Coronation	232	198.68	93.2
Drumheller	1,354	1,159.59	93.2
Big Valley	208	178.66	93.1
Peace River	258	196.84	90.9
Hanna	478	415.79	93.9
Grouard	186	152.56	95.5
Three Hills	208	172.91	91.8
Calgary R. C. S.	1,684	1,417.06	93.8
Edmonton R. C. S.	2,723	2,276.78	93.7
Holy Cross R. C. S.	36	30.23	92.3
Lethbridge R. C. S.	569	511.51	95.3
Sacred Heart R. C. S.	54	42.46	93.2
St. Martin's R. C. S.	100	82.10	89.4
North Red Deer R. C. S.	85	68.76	95.4
St. Michael's R. C. S.	149	118.11	95.3
St. Louis R. C. S.	133	111.84	93.9
Theresetta R. C. S.	80	66.67	91.7
Grande Prairie	411	341.86	93.7

Average of monthly percentages of Town Schools during the year for the months actually operated, 92.5.

This is an increase of .3% from last year.

TABLE 17.

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

	City and Town	Village	Rural	Total
Less than 20 days .....	.....	.....	1	1
Between 20 and 39 days .....	.....	.....	6	6
Between 40 and 59 days .....	.....	.....	8	8
Between 60 and 79 days .....	.....	1	4	5
Between 80 and 99 days .....	.....	.....	14	14
Between 100 and 119 days .....	.....	.....	17	17
Between 120 and 139 days .....	.....	.....	26	26
Between 140 and 159 days .....	.....	.....	44	44
Between 160 and 179 days .....	.....	1	119	120
Between 180 and 199 days	65	161	2,053	2,279
200 days and over	5	41	780	826
Total.....	70	204	3,072	3,346

During the year 96.3% of the schools in operation, operated over 160 days—a slight increase over the previous year. This demonstrates the benefits derived from the assistance given to Districts with small assessments.

TABLE 18.

NUMBER OF SCHOOLS IN OPERATION AT JUNE 30, 1930, AND JUNE, 30, 1931,
AND NUMBER OF DEPARTMENTS IN EACH

School Districts Having	Total Schools		Total Departments	
	June 30, 1930	June 30, 1931	June 30, 1930	June 30, 1931
1 Department	2,862	2,877	2,862	2,877
2 Departments	245	266	490	532
3 "	68	59	204	177
4 "	42	49	168	196
5 "	33	29	165	145
6 "	10	12	60	72
7 "	7	7	49	49
8 "	8	6	64	48
9 "	7	5	63	45
10 "	3	7	30	70
11 "	4	3	44	33
12 "	7	7	84	84
13 "	2	2	26	26
14 "	1	2	14	28
15 " .....	.....	1	.....	15
16 "	3	1	48	16
17 "	2	3	34	51
18 " .....	.....	1	.....	18
19 "	3	1	57	19
20 " .....	.....	1	.....	20
32 "	1	1	32	32
44 "	1	.....	44	.....
48 " .....	.....	1	.....	48
63 " .....	.....	1	.....	63
64 "	1	.....	64	.....
69 "	2	.....	138	.....
70 " .....	.....	1	.....	70
71 " .....	.....	1	.....	71
404 " .....	.....	1	.....	404
408 "	1	.....	408	.....
410 "	1	.....	410	.....
415 " .....	.....	1	.....	415
Totals.....	3,314	3,346	5,558	5,624

TABLE 19.
GRAPH 3.

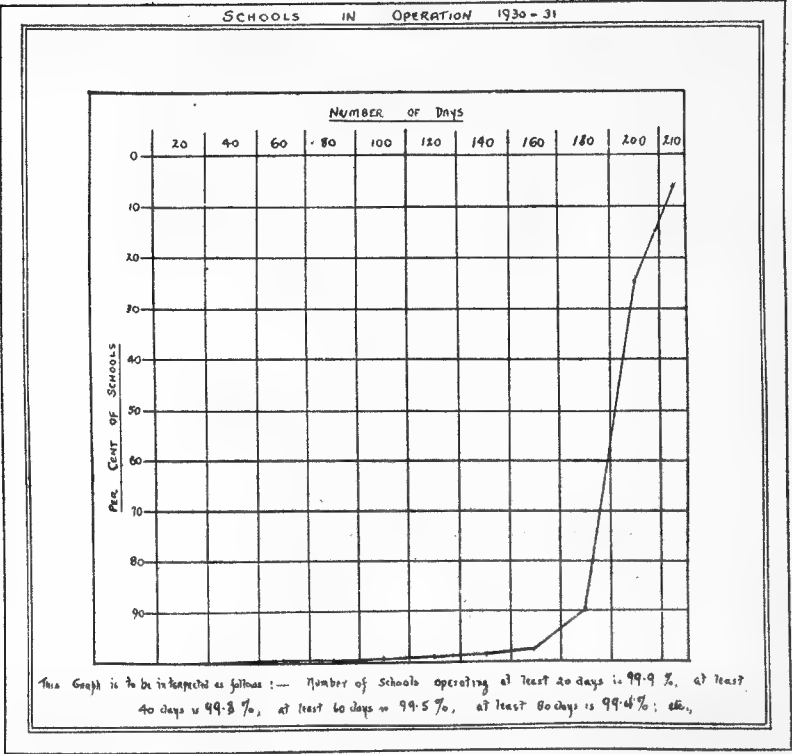


TABLE 20.
GRAPH 4.

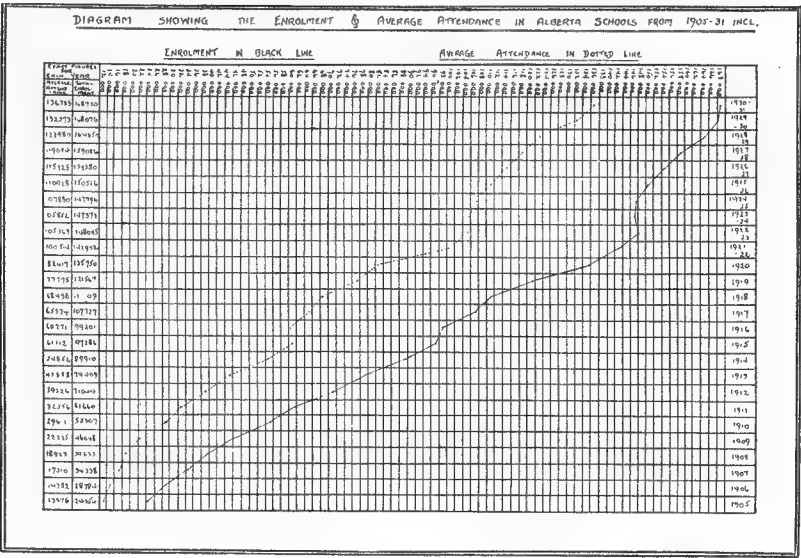


TABLE 21.
GRAPH 5.

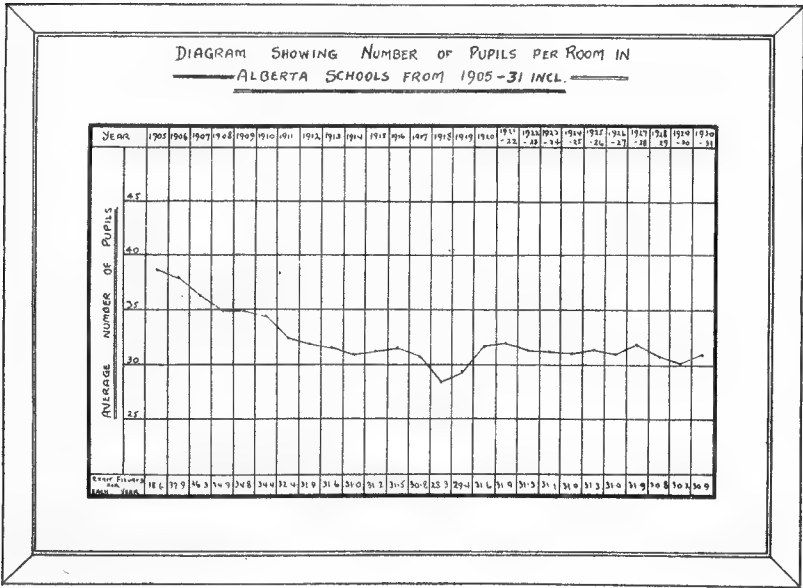


TABLE 22.

	1929-30	1930-31
1. Aggregate number of days attended during the year....	25,646,159	26,697,271
2. Average number attending each day	132,573.01	136,732.99
3. Average monthly percentage of attendance	89.35	89.99
4. Average number of days school was open during the year	190.21	192.71
5. Average number of days pupils attended during the year	152.58	158.28
6. Average number of days lost by pupils during the year	57.42	51.72
7. Percentage proportionate of total attendance to average attendance	78.87	81.03
8. Percentage proportionate of Secondary to Elementary Grades	14.49	16.79

The length of school year has increased 2.5 days this year.

The average number of days attended by pupils during the year shows a gain of 5.7 days over last year. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is 17.87 per cent. of the time schools were in operation. Schools of cities and towns operated less than 200 days for the most part. Grades I to VIII are Elementary and Grades IX to XII are Secondary.

The percentage proportionate of Secondary to Elementary Grades shows an increase of 2.3 per cent. The average monthly percentage of attendance has increased .64 per cent.

TABLE 23.

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1931 INCLUSIVE

Year	No. of S.D. in existence	No. of S.D. in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	.....
1906	746	570	760	76.41	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160.0	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.93	157.0	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,360	2,027	2,898	85.89	181.4	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.33	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,718	3,314	5,558	89.13	190.2	89.35
1930-31	3,762	3,346	5,624	88.94	192.7	89.99

TABLE 24.

GRAPH 6.

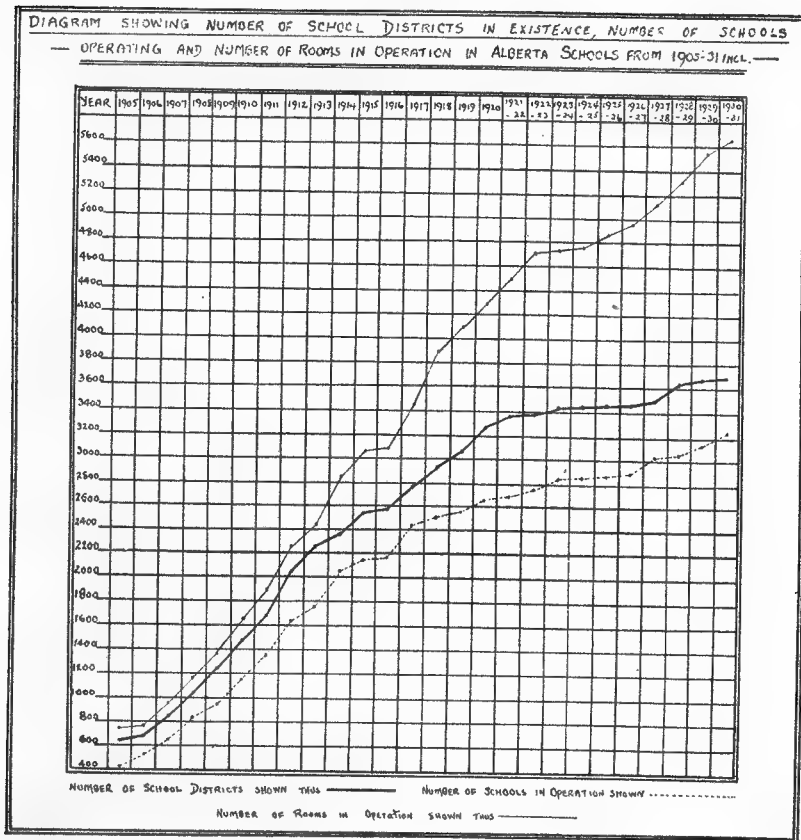


TABLE 25.

RECEIPTS AND DISBURSEMENTS

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1930

RECEIPTS

Cash on hand January 1, 1930	\$ 1,934,386.08
Proceeds from Debentures	1,335,699.45
Taxes Collected	8,854,950.88
Government Grants	1,593,995.15
Pupils' Fees	153,932.01
Borrowed by Note	1,491,338.37
Amount Advanced by Treasurers	5,574.00
Received from other sources	261,301.62
	<u>\$15,631,177.56</u>

DISBURSEMENTS

Teachers' Salaries	\$ 6,847,412.54
Officials' Salaries	338,976.55
Paid on Debentures	1,305,608.77
Paid on Notes (Renewals and Interest).....	1,495,459.12
School Buildings and Repairs	1,565,341.01
School Grounds	124,246.57
School Furniture	189,255.70
Library and Reference Books	25,566.17
Apparatus and Equipment	65,472.09
Supplies and Stationery	258,372.88
Caretaking and Fuel	985,773.58
Insurance	74,955.23
Other Expenditures	774,083.29
Balance on hand December 31st, 1930.....	1,580,654.06
	<u>\$15,631,177.56</u>

TABLE 26.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1930

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1, 1930	\$ 665,898.36	\$1,268,487.72
Proceeds of Debentures	956,909.17	378,790.28
Taxes Collected	5,381,937.27	3,473,013.61
Government Grants	665,847.93	928,147.22
Pupils' Fees	113,114.77	40,817.24
Borrowed by Note	621,567.62	869,770.75
Amount Advanced by Treasurers	471.00	5,103.00
Other Sources	151,328.76	109,972.86
Total.....	<u>\$8,557,074.88</u>	<u>\$7,074,102.68</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,631,997.67	\$3,215,414.87
Officials' Salaries	157,897.09	181,079.46
Paid on Debentures	1,046,335.18	259,273.59
Paid on Notes (Renewal and Interest).....	646,220.99	849,238.13
School Buildings and Repairs	1,082,801.79	482,539.22
School Grounds	55,187.99	69,058.58
School Furniture	88,190.08	101,065.62
Library and Reference Books	10,080.66	15,485.51
Apparatus and Equipment	35,511.37	29,960.72
Supplies, Stationery, etc.	155,593.81	102,779.07
Caretaking and Fuel	607,530.83	378,242.75
Insurance	42,199.30	32,755.93
Other Expenditures	447,535.05	326,548.24
Balance on hand December 31st, 1930	549,993.07	1,030,660.99
Total.....	<u>\$8,557,074.88</u>	<u>\$7,074,102.68</u>

DEPARTMENT OF EDUCATION

TABLE 27.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1930

ASSETS	Town and Village Districts	Rural Districts
Cash on hand	\$ 549,993.07	\$ 1,030,660.99
Arrears of Taxes due	2,108,242.87	4,306,693.13
Estimated Value of Lands and Buildings.....	15,875,352.37	6,724,009.06
Estimated Value of Furniture and Apparatus	1,663,116.31	1,572,738.24
Estimated Value of School Libraries.....	85,271.11	292,228.41
Other Assets	818,482.63	234,563.75
	<u>\$21,100,458.36</u>	<u>\$14,160,893.58</u>
LIABILITIES		
Teachers' Salaries	\$ 26,357.91	\$ 99,106.85
Debenture Indebtedness	10,837,270.39	1,799,875.58
Outstanding Accounts	541,084.89	1,103,974.46
Amounts due Treasurers	255.26	3,320.89
Excess of Assets over Liabilities	<u>9,695,489.91</u>	<u>11,154,615.80</u>
	<u>\$21,100,458.36</u>	<u>\$14,160,893.58</u>

TABLE 28.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1930

ASSETS	
Cash on hand	\$ 1,580,654.06
Arrears of Taxes due	6,414,936.00
Estimated Value of Land and Buildings.....	22,599,361.43
Estimated Value of Furniture and Apparatus.....	3,235,854.55
Estimated Value of School Libraries.....	377,499.52
Other Assets	<u>1,053,046.38</u>
	<u>\$35,261,351.94</u>
LIABILITIES	
Teachers' Salaries	\$ 125,464.76
Debenture Indebtedness	12,637,145.97
Outstanding Accounts	1,645,059.35
Amounts due Treasurers	3,576.15
Excess of Assets over Liabilities	<u>20,850,105.71</u>
	<u>\$35,261,351.94</u>
Total Insurance on Property	<u>\$21,232,800.06</u>

TABLE 29.
COMPARATIVE COST OF EDUCATION

	1929-30	1930-31
IN ALL SCHOOLS:		
Cost per pupil per year according to enrolment	\$ 63.64	\$ 65.24
Cost per pupil per year according to average attendance...	80.69	80.58
Average cost per pupil for each day in attendance	.417	.413
IN UNGRADED SCHOOLS:		
Cost per pupil per year according to enrolment	61.08	61.14
Cost per pupil per year according to average attendance...	84.08	80.53
Average cost per pupil for each day in attendance	.439	.426
IN GRADED SCHOOLS:		
Cost per pupil per year according to enrolment	65.23	67.84
Cost per pupil per year according to average attendance...	78.84	80.61
Average cost per pupil for each day in attendance	.405	.411
IN TOWN AND VILLAGE SCHOOLS:		
Cost per pupil per year according to enrolment	55.73	58.73
Cost per pupil per year according to average attendance...	67.76	70.35
Average cost per pupil for each day in attendance	.35	.355
IN CITY SCHOOLS:		
Cost per pupil per year according to enrolment	83.00	85.77
Cost per pupil per year according to average attendance...	95.91	98.48
Average cost per pupil for each day in attendance	.48	.506
IN CONSOLIDATED SCHOOLS:		
Cost per pupil per year according to enrolment	86.29	87.12
Cost per pupil per year according to average attendance...	107.42	104.07
Average cost per pupil for each day in attendance	.551	.528
IN RURAL HIGH SCHOOLS:		
Cost per pupil per year according to enrolment	88.40	81.88
Cost per pupil per year according to average attendance...	109.74	101.73
Average cost per pupil for each day in attendance	.567	.521

While the cost per pupil according to enrolment has increased slightly this year, the cost per pupil according to average attendance has decreased.

TABLE 30.
TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND
COST PER PUPIL BASED ON ENROLMENT AND AVERAGE ATTENDANCE.

YEAR	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil based on Enrolment	Actual Cost per Pupil based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$ 3,211,542.71	\$40.19	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58

DEPARTMENT OF EDUCATION

TABLE 31.

TEACHERS' SALARIES, 1930-31, IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	698	\$4,000	\$ 700	\$1,688.89
First Female	1,388	3,200	750	1,256.30
Second Male	758	3,200	700	1,176.03
Second Female	2,879	3,200	450	1,096.80
Third Male	21	1,150	850	979.05
Third Female	40	1,300	800	971.15
Special Male	40	3,900	1,200	2,431.15
Special Female	14	3,050	1,000	2,010.71
Provisional Male	3	2,150	1,000	1,716.66
Provisional Female	3	2,000	840	1,580.00

TABLE 32.

AVERAGE SALARY OF TEACHERS, 1930-31

Average salary per year paid in Rural Schools	\$1,018.32
Average salary per year paid in Town Schools	1,701.55
Average salary per year paid in Village Schools	1,272.44
Average salary per year paid in Separate Schools	1,136.64
Average salary per year paid in Consolidated Schools	1,222.58
Average salary per year paid in All Schools.....	1,226.25
Average salary per year paid in Urban Schools	1,533.21

TABLE 33.

STATEMENT SHOWING ENROLLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1931 INCLUSIVE.

	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,886.73	\$ 386,107.99	924	742	144	\$ 926,706.36	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.38	16,490.25	1,486,273.67
1908	19,599	20,064	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,563,060.43	22,879.20	1,125,862.70
1909	23,165	22,888	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,863.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	76,463.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	212	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.35	134,387.70	8,462,140.36
1917	54,182	53,545	30,697.64	34,577.23	2,620,085.54	5,133	2,773	149	14,488,014.39	150,690.52	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	191	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.59	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,431.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,122.17	*50,179.18	5,213,011.25	5,320	3,301	86	18,055,485.31	301,364.86	12,558,363.17
1921-22	66,211	76,691	41,392.60	58,521.94	5,428,826.20	5,737	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,388	27	18,088,293.17	327,289.08	14,580,543.29
1923-24	67,455	79,918	44,138.26	61,713.88	5,448,347.53	5,737	3,409	24	18,379,211.58	364,403.00	15,415,937.14
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	4,854	3,431	22	18,631,314.66	366,113.20	17,270,854.21
1925-26	68,971	81,555	45,009.79	64,918.03	5,640,218.58	5,155	3,463	20	19,038,647.66	363,982.03	17,135,184.00
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,339.00	5,380	3,515	50	19,659,044.57	369,992.98	17,982,511.66
1927-28	76,081	83,005	51,470.05	67,613.96	6,243,085.22	5,815	3,571	59	20,957,112.68	379,106.19	18,618,886.17
1928-29	77,665	87,185	53,603.64	69,576.29	6,586,973.98	5,827	3,640	75	22,399,586.97	381,024.32	19,606,227.19
1929-30	79,335	88,741	57,809.26	74,763.75	6,847,412.54	5,705	3,728	81	22,599,361.43	377,499.52	20,850,105.71
1930-31	80,116	88,614	61,266.27	75,466.72	.....	5,844	3,762	40	.....	.....	.....

*For the June term only. The figures given for amounts expended on teachers' salaries, number of school districts organized and erected each year, values of school property, libraries and excess of assets over liabilities are for the calendar year. The value of school buildings and grounds shows an increase over the previous year. The excess of assets over liabilities shows a large increase.

TABLE 34.
SCHOOL DISTRICTS ERECTED DURING 1931

Name	No.	Date of Erection	Twp.	Rge.	Mer.	Trustee
Parent	4529	Jan. 20th....	71-72	16-17	4	G. Rosychuk
Bayfield	4537	Jan. 20th....	33-34	8	4	Hugh Magill
Little Long Lake	4538	Jan. 29th....	62-63	1	4	W. H. Evans
Ednam	4539	Feb. 4th....	84-85	4-5	6	R. T. Grant
Volga	4540	Feb. 27th....	52	6-7	5	John Stemmer
Woodburn	4541	Mar. 5th....	89-90	22-23	5	W. H. Frith
Fifth Meridian	4542	Mar. 5th....	63-64	27-1	5	James Harper
Mystery Lake	4543	Mar. 21st....	59-60	6-7	5	F. Harris
Winding Trail	4544	Apr. 1st....	66	24-25	4	Wm. Mowers
Jalna	4545	Apr. 13th....	55-56	7-8	5	H. S. McEwen
Narrow Lake	4546	Apr. 21st....	64-65	24	4	W. H. Swift (O.T.)
Beauty Prairie	4547	Apr. 22nd....	82-83	20	5	G. H. Hill
Ksituan	4549	Apr. 22nd....	79	6-7	6	Stefan Badiuk
Callaghan	4548	May 19th....	83-84	4-5	6	W. L. French
Dniproo	4550	May 19th....	51-52	5-6	5	Chas. Pulker
Norbuck	4551	May 19th....	46-47	3-4	5	T. L. Duncan
Culp	4552	June 5th....	77-78	23-24	5	E. T. Hallman
Three Creeks	4553	June 13th....	85	20	5	Thos. Watt
Moose Wallow	4554	June 15th....	60-61	7	5	A. Doherty
Wisla	4555	June 22nd....	61-62	21	4	J. Pawlowsky
Wandering River	4556	June 22nd....	70-71	16-17	4	Henry Meyer
Preston Lake	4557	June 22nd....	73	13	6	A. Steinke
Kemble	4558	June 30th....	72-73	13-14	6	R. Wagner
Granta	4559	July 2nd....	22-23	18-19	4	J. M. Walters
Buffalo Head Prairie....	4560	July 4th....	104-105	14-15	5	Robert Gibb
Fort Fitzgerald	4561	July 15th....	Smith Land'g Sett.	..	..	S. Yanick
Blueberry Ridge	4562	July 30th....	63	24-25	4	Wm. Cumbleton
Ridgevalley	4563	July 30th....	71	25-26	5	John Kramps
Black Loam	4565	Aug. 21st....	66-67	17-18	4	W. H. Swift (O.T.)
Elrose	4564	Sept. 22nd....	49-50	1-2	5	Geo. Morden
Alder Flats	4566	Oct. 2nd....	45-46	7	5	O. G. Bergquist
Two Pine	4567	Oct. 8th....	22	4-5	5	R. Titterington
New World	4569	Oct. 27th....	76-77	5-6	6	P. Pavelich
Green Pine	4568	Nov. 21st....	68	18	4	P. Bencharski
Bethany	4570	Nov. 18th....	16-17	13-14	4	O. Colben
Two Lake	4571	Nov. 21st....	60-61	12-13	4	Nick Footz
Clyde Lake	4572	Dec. 7th....	64-65	1	5	E. Elgert
Ferguson	4573	Dec. 7th....	66-67	20-21	4	A. Lennie
Aldergrove	4574	Dec. 15th....	73-74	12-13	6	A. J. Taylor
Little Smoky	4575	Dec. 15th....	74	19-20	5	H. W. Smith

CONSOLIDATED SCHOOL DISTRICTS

Name	No.	Date of Erection	Twp.	Rge.	Mer.	Trustee
Pandora	77	May 7th....	23-24	12-13	4	J. F. Boyce (O.T.)

SCHOOL DISTRICTS DISORGANIZED DURING 1931

Name	No.	Date of Disorganization	Twp.	Rge.	Mer.
Beaverton	4273	Feb. 11th	62-63	8-9	4
Brocket	4368	Feb. 11th	28-29	6-7	4
Uphill	3541	May 21st	18	2	5
		(to take effect from Apr. 15, 1931)			
West Saunders	3999	April 30th	40	13	5
		(to take effect from Jan. 1, 1931)			
Purple Ridge	3597	Aug. 10th	63-64	24-25	4
		(to take effect from July 31, 1931)			

TABLE 35.

REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY, FOR THE
SCHOLASTIC YEAR ENDING JUNE 30th, 1931
Number of Colleges reporting, 31

	Male	Female	Total
Number of Teachers in Residence	45	78	123
Number of Teachers not in Residence	27	32	59
Number of Pupils in Residence	688	642	1,330
Number of Pupils not in Residence	680	934	1,614
Number of Pupils also enrolled in publicly controlled schools	24	39	63
Number of Pupils doing work of Elementary Grades	613	731	1,344
Number of Pupils doing work of Secondary Grades	392	353	745
Number of Pupils doing special work only	363	492	855
Total Enrolment			2,944
Average Attendance			2,621.42
Average number of days school operated			197.62
Length of Course in years			4 to 14 years
SCHOOLS UNDER CONTROL OF:			
(a) Church			11
Corporation			5
Society			4
Private Individuals			4
(b) Religious Denominations			20
Non-Sectarian			11

TABLE 37.

REPORT OF BUSINESS COLLEGES (PRIVATE) FOR THE SCHOLASTIC YEAR
ENDING JUNE 30, 1931

Number of Colleges reporting, 5

	Male	Female	Total
Number of Instructors	17	35	52
Number of Students enrolled	684	945	1,629
Number of Students in Day Courses.....	383	577	960
Number of Students in Night Courses..... (not also in Day Courses)	301	368	669

AVERAGE NUMBER OF DAYS COLLEGES OPERATED:

For Day Courses	223
For Night Courses	91.40

AVERAGE NUMBER OF HOURS OF SESSION:

For Day Courses	5.5
For Night Courses	2.61

SYSTEMS OF SHORTHAND:

Gregg	275
Pitman	250

TABLE 38.

COURSES OR COMBINATION OF COURSES

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
ACADEMIC:				
Public School	32	20	14	15
High School	30	40	50	50
Correspondence	30	30	....	....
COMMERCIAL:				
Bookkeeping	124	99	119	149
Shorthand	44	241	52	188
Office Routine	72	59	87	37
Telegraphy	20	3	12	2
Rapid Calculation	5	23	12	30
MUSIC AND EXPRESSION:				
(Day and Night Courses)	400	550	....	....
Totals	757	1,065	346	471

TUITION FEES:

	By Month	For Course
Day Courses	\$13.00-\$20.00	\$100.00-\$110.00
Night Courses	\$3.00-\$6.00	\$49.00

NORMAL TIME FOR GRADUATION:

(Day and Night Courses)	7 months to 24 months.
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TABLE 39.

STUDENTS IN EACH OF THE FOLLOWING BRANCHES OF SUBJECTS

Subjects Offered	Students	
	Male	Female
Arithmetic	144	50
Bookkeeping	243	248
Business Practice	120	75
Civics	45	30
Commercial Law	53	27
Commercial Geography	35	15
Correspondence	302	335
English Literature	150	150
English Composition	150	150
Filing	219	356
Business Papers	145	38
History of Commerce and Industry	20	40
Office Routine	194	196
Penmanship	336	478
Rapid Calculation	175	153
Spelling	343	542
Typewriting	200	448
Mimeograph	50	150

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